

# LARGE FONT SCHEDULE

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## WEDNESDAY, DECEMBER 3

7:30 AM - 7 PM

Registration & Check-in Registration Desk, Ballroom Level

Stop by the registration area at any time throughout the day to pick up name badges and conference materials.

7:30 AM - 7 PM

Conference Information Desk Next to the Registration Desk, Ballroom Level

Visit the conference information desk to get answers to questions or concerns about anything related to the TASH Conference! Volunteers, staff and TASH Board members will be on hand.

8:30 AM - 4:30 PM

Wednesday Workshops Ballroom Level | Meeting Room Level

See Wednesday Workshops section for room assignments and workshop information.

8:30 AM - 2:00 PM

Capitol Hill Day Russell Senate Office Building – Kennedy Caucus Room I

Pre-planned event.

4:45 - 6:15 PM

Opening General Session: Equity in Education Grand Ballroom South, Ballroom Level

6:30 - 8 PM

Welcome Reception and Exhibit Hall Grand Ballroom Foyer, Ballroom Level

Join us as we kick off another TASH Conference with long-time TASH attendees and first-timers alike! The Conference Exhibit Hall will be open so you can check out organizations and business that support inclusive practices across the country. This reception includes a cash bar and hors d'oeuvres.

THURSDAY, DECEMBER 4

7:30 AM - 7 PM

Registration & Check-in Registration Desk, Ballroom Level

Stop by the registration area at any time throughout the day to pick up name badges and conference materials.

8:20 AM - 6:15 PM

Concurrent/Breakout Presentations Ballroom Level I

## Meeting Room Level

See Concurrent Presentations section for room assignments and session details.

08:30-10:30

TOWN HALL- Inclusive Education and the Benefits for ALL students. Grand Ballroom South, Ballroom Level  
See Town Halls section for session details.

8:30 AM - 5:50 PM

TASH Talks Ballroom Level I Meeting Room Level  
See TASH Talks section for room assignments and session details.

8:30 AM - 7:00 PM

Community Gathering Presentations Grand Ballroom South A & B, Ballroom Level  
See Community Gathering section for details.

8:20 AM - 6:15 PM

Chapter Meetings & Committee Meetings Ballroom Level I Meeting Room Level  
See Meetings section for room assignments and session details.

2:30-4:30

TOWN HALL- Balancing Rules and Regulations with Individualized Supports: A Work in Progress. Grand Ballroom South, Ballroom Level

See Town Halls section for session details.

4:30 - 6:30 PM

Poster Presentations Grand Ballroom South B, Ballroom Level

See Poster Presentation section for details.

5:45 -7:30 PM

Special Event Grand Ballroom South B, Ballroom Level  
Featuring Poetry Reading by Bob Williams and The Ghosts of Mariposa, live theater production.

Soft drinks and snacks will be served

FRIDAY, DECEMBER 5

7 - 8:20 AM

TASH Association Meeting & Breakfast Grand Ballroom Salon South & Foyer, Ballroom Level  
Attend this meeting to learn more about current and future plans for TASH, and enjoy a complimentary breakfast to start the day. Members of the TASH Board of Directors and staff will be present to answer questions.

7:30 – 11:00 AM

Registration & Check-in    Registration Desk, Ballroom Level

Stop by the registration area at any time throughout the day to pick up name badges and conference materials.

8:20 AM - 3:35 PM

Concurrent/Breakout Presentations    Ballroom Level I  
Meeting Room Level

See Concurrent Presentations section for room assignments and session details.

08:30-10:30

TOWN HALL- Preparing Students with Significant Disabilities to Transition to College and Careers. Grand Ballroom South, Ballroom Level

See Town Halls section for session details.

8:20 AM - 2:20 PM

TASH Talks    Ballroom Level I Meeting Room Level

See TASH Talks section for room assignments and session details.

8:30 AM - 3:10 PM

Community Gathering Presentations    Grand Ballroom South A & B, Ballroom Level

See Community Gathering section for details.

8:20 AM - 3:10 PM

Chapter Meetings & Committee Meetings Ballroom  
Level I Meeting Room Level

See Meetings section for room assignments and  
session details.

11:15 - 2:00 PM

Poster Presentations Small Group Meetings Mtng.  
Planning Office A, Ballroom Level

1:00-3:00

TOWN HALL- How Do We Move Forward, from 20% to  
70% Employment Participation?. Grand Ballroom  
South, Ballroom Level

See Town Halls section for session details.

See Poster Presentation section for details.

3:30 - 4:45 PM

Closing General Session: Equity in Life Grand  
Ballroom South, Ballroom Level

COMMITTEES, CHAPTERS & MEETINGS

TUESDAY 12/2/2014

12:00-6:00PM

Tash Board of Directors Meeting  
Mount Vernon Square B

THURSDAY 12/4/2014

8:20-9:30AM

Community Living Committee  
Meeting Room 2

8:20-9:30AM

Human Rights Committee  
Meeting Room 3

8:20-9:30AM

Publication Committee Meeting  
Mtg Planner Office A

11:00AM-12:10PM

New York Chapter Meeting  
Meeting Rms 14

New York Chapter members and prospective members will meet to discuss: \* Chapter leadership roles and volunteer opportunities \* Issues facing the state and our change agenda \* Preliminary planning for a spring 2015 regional conference \* Member outreach activities \* Other upcoming Chapter activities.



12:20-1:30PM

RPSD Associate Editors meeting

Mtg Planner Office A

1:40-2:45PM

2016 Local Host Committee Portland/Seattle Meeting  
Meeting Room 3

We would like to invite attendees from the Pacific Northwest to join Washington State and Oregon Leaders at the 2015 Local Host Committee meeting. We have chosen the Pacific Northwest because we feel it is the most appropriate place to celebrate our 40th anniversary. TASH's birthplace was in the Northwest - Seattle to be exact. The Local Host Committee with members from Washington and Oregon will provide a great base of support for the 40th anniversary conference.

1:40-2:45PM

Membership Committee Meeting

Meeting Room 5

2:50-3:55PM

Employment Committee Meeting

Meeting Rms 13

2:50-3:55PM

North Carolina TASH Chapter

Mtg Planner Office A

Some of our discussion will be centered on our interested in putting together our first Regional Conference on Transition and our membership initiatives.

4:00-5:05PM

TASH Diversity & Cultural Committee Meeting

Meeting Room 4

4:00-5:05PM

Illinois TASH Chapter: What a Difference a Year Makes!

Meeting Rms 13

It begin with a "Movement United" also known as the theme for the 2013 TASH National Conference.

Several passionate Illinois TASH members united to re-establish the Illinois TASH Chapter. With the hard work and determination these TASH members, the Illinois TASH Chapter has been re-established! Now what? Well that is the focus of the Illinois TASH Chapter Meeting at the 2014 National TASH Conference.

5:10-6:20PM

## Early Career Researcher Network Gathering Meeting Room 5

Are you starting your research career? Interested in networking with other researchers in your field? Join us at this casual social gathering to discuss the TASH Early Career Researcher Network. This is a great opportunity to learn more about this new group and to network with others who are interested in pursuing research in areas that align with the mission of TASH. We hope to see you there!

FRIDAY 12/5/2014

7:00-8:20AM

TASH Association Meeting & Breakfast  
Grand Ballroom South Foyer

9:10-10:10AM

Missouri TASH Chapter Meeting  
Mtg Planner Office A

Please join us to hear about our chapter and what plans we have for the coming year! We welcome all members from neighboring midwestern states, as we would love to support you in your efforts to start a chapter or collaborate!

10:15-11:15AM

TASH New England Chapter Meeting  
Mount Vernon Square B

10:15-11:15AM

Conference & Training Committee Meeting  
Congressional Ballroom A

We are looking for people interested in joining our hard working

12:25-1:25PM

RPSD Editorial Board Meeting  
Mtg Planner Office A

1:30-2:30PM

TASH Fund Development Committee Meeting  
Mount Vernon Square A

A goal of Fund Development is to assure that TASH has the resources that enables our good work. Join us for an Orientation to Fund Development, information of our objectives and activities, skills building and practice, and a demonstration of the FUN in Fund Development. All are welcome!

SATURDAY 12/6/2014

9:00AM-12:00PM

TASH Board of Directors Meeting

Meeting Room 5

## WEDNESDAY WORKSHOPS

EMPLOYMENT HALF DAY MORNING WORKSHOP  
8:30 AM-12:30 PM

The Art of the Possible – Aiming High in Employment  
First

Meeting Room 15

Moderated by Serena Lowe

8:30 Welcome and Introductions – Serena Lowe

8:40 Keynote – Leading Change with High  
Expectations

Laura Nuss, Director, Department of Disability Services,  
District of Columbia

9:10 How are People with Complex Disabilities  
Employed? – Illustrations from the Field

Mike Callahan, Genni Sasnett, Gail Fanjoy

- Mike: The critical need for a CE approach – some examples of how it works
- Genni: Success stories with a focus on career longevity and increased responsibility
- Gail: Success stories with a focus on possibilities for people with complex support needs

- . Q&A

10:10 Break

10:20 Lessons in Changing Attitudes – Strategies for Reshaping Attitudes and Expectations

Madeleine Will, Ari Ne’eman, Gail Fanjoy, Micah Fialka- Feldman

- . Madeleine: Increasing parents’ confidence in maintaining/ establishing high expectations for children—advice to professionals in K-12 education, transition, and beyond
- . Ari: What young people expect and how to support and build competence and capacity of people with complex support needs throughout the life span
- . Gail: Transforming an agency – building competence and capacity of staff
- . Micah: How I, my parents and my support network made employment a possibility for me
- . Q&A

11:20 Policy Changes Opening Doors to New Possibilities

Lisa Mills, Rebecca Salon

- . Rebecca: Federal policy changes and opportunities that support the work of states;

maximizing federal supports through CMS and WOIA

- Lisa: A review of state integrated policy frameworks providing equal access to employment for people with complex support needs, including: lessons learned from states aligning policy to remove barriers, examples of what's happening, and a "wish list" to ponder!
- Q&A

12:20 Closing Remarks and Suggestions for Next Steps – Serena and All

Content to be covered:

Hear how people with the most complex disabilities and challenges are competitively employed; the person-centered thinking that is the catalyst; and the philosophical framework, policies and practices that make it possible. PLUS, learn about effective and practical problem-solving successes from many vantage points, including:

- Medicaid and long-term care, including the impact of managed care
- Vocational rehabilitation
- Workforce development
- Special education, transition and post-secondary education

- Intermediary funding sources such as counties, managed care organizations, and regional organizations
- Families and self-advocates
- Service providers

The workshop will combine a mix of sharing cutting edge information and lively discussion among participants as we all think about the journey to achieving Employment First. You'll have the opportunity to consider:

- Does your vision align with the vision and values of others?
- Does your vision energize, direct and sustain you?
- Do you have access to the practical knowledge and resources you need to achieve your vision? If not, what would be helpful?

## PROFESSIONAL DEVELOPMENT WORKSHOP

8:30 AM-12:30 PM

Doctoral Students and Beginning Special Education Faculty

Meeting Rms 2 & 3

This Wednesday session is meant for you! Come meet each other and nationally-recognized special education



faculty members with successful records as college and university faculty members who are willing to share their strategies with you. The groups will discuss the following topics:

8:30-9:00 Establishing a Professional Identity - Vicki Knight and Jacki Anderson

9:00-10:00

Service and Professional Development - Jacki Anderson

Teacher Prep- Donna Lehr

10:00-11:00 Developing a Research Agenda - Vicki Knight and Fred Spooner

11:00-12:00 Grants Mary Morningstar, Karrie Shogren, and Bethany Mickissick

Publishing Marty Agran, Susan Copeland, Fred Spooner

12:00-12:30 Promotion and Tenure; Juggling all your Responsibilities- Fred Spooner and Fredda Brown

Diversity & Cultural Competency Morning Workshop

8:30 AM-12:30 PM

Examining Power: Bias and Equity in Education

## Meeting Room 16

In the same way that we all experience implicit biases—those prejudices and assumptions about people who are different from us—we also experience implicit biases about power. Schools and school systems are steeped with environments where assumptions of power are strong.

Parents often defer to teachers and teams of educators against their instincts because the parents sense—either consciously or subconsciously—that they are not in a position of power. Likewise, teachers often defer to administrators decisions because of the same dynamic.

This workshop, set within the context of recent Department of Education Office of Civil Rights data and the current research on equity in education systems, will support participants to examine biases and the collective impact experienced by students.

During this session the presenters will work to provide a safe environment to share personal experiences and stories, as well as providing tools and strategies for participants to take home.

Cheryl Holcomb-McCoy, Scott Roberts, and Jenny Stonemeier.

## COMMUNITY LIVING MORNING WORKSHOP

8:30 AM-12:30 PM

The Future of Well Supported Community Living  
Environments

Meeting Rms 12/13/14

Presenters will discuss supports available to protect the rights of people with disabilities both legally and emotionally.

8:30- 9:30 Key Aspects of CMS's Final Rule on  
Medicaid Home and Community-Based Services-  
Allison Wohl, Merril Friedman, Lisa Mills

Presenters will focus on key aspects of the CMS Final Rule on Medicaid Home and Community-Based Services and how it impacts families and providers. Specifically, we'll discuss how the rule establishes requirements for home and community-based settings in HCBS programs and creates a more outcome-oriented definition of home and community-based settings, rather than one based only on a setting's location, geography or physical characteristics.

## 9:30-10:30 Fair Housing Rights and Enforcement- Vard McGuire

The Fair Housing Act (FHA) prohibits discrimination in the sale or rental of housing. People with disabilities are also given additional protections under fair housing law. Since the passage of the FHA, housing discrimination has become harder to detect. Vard McGuire will give an overview of the FHA, and detail the Disability Law Center's fair housing program and its enforcement efforts in Utah.

## 10:30-11:30 Ensuring Safe Communities for Individuals with Disabilities-Andre Gammicchia, Nicholas Gammicchia, Carolyn Gammicchia

The prevalence of crime will be discussed as well as what current trends are within prevention and victim/survivor services for persons with disabilities. Attendees will receive a guide to ensure local community services are accessible and what can be done to collaborate with agencies if they are not. Case examples and resources will be provided to support attendees to develop safer communities in the future.

11:30-12:30 Do It Naturally: Building Connections and Relationships- Darcy Elks, Mary Elks, Martin Elks, Kristen Ludwig, Sarah Elks, Jesse Elks

Relationships are a very crucial part of life. Research has shown that relationships significantly contribute to a person's well being and even increase life span. To assist people with disabilities to build relationships with people in community, "programs" are often developed. Programs may bring some benefits, but there is nothing like using the natural, time tested, and effective ways of connecting, developing and sustaining relationships.

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## INCLUSIVE EDUCATION WORKSHOP

8 AM-4:30 PM

Inclusive Education for the Rest of the Century:  
Creating a vision for inclusive education for authentic learning for all!

Mount Vernon Square A

Presenters will discuss strategies, best practices, and what is needed to ensure an inclusive vision in a student's formative years, college and beyond.

8:00-8:10- Introduction by Andrea Rupp

Short overview of all the topics that will be discussed.

8:10- 10:10- Including ALL students in Common Core and Other General Education Classroom Instruction

Kathy Gee

Based on strategies which have been demonstrated and evaluated in the field, the presenters will provide information and numerous examples of "how to" determine meaningful outcomes within the common core and other instructional areas of the general education curriculum. The focus will be on children/youth with the most significant support needs and children who are nonverbal. Practice will be provided through case examples.

10:10- 12:10- My Child's Inclusion Can't Wait for Systems Change!

Janet Sauer, Barb McKenzie, and Cheryl Jorgensen.

Parent presenters will share their visions for their children's education and lives beyond school. Presenters will recommend strategies for identifying allies and troubleshooting barriers to inclusion. Participants will learn research- and values-based rationales for inclusion and resources for creating meaningful lives with friends, responsibilities, goals,

and dignity. Through small group activities and problem-solving participants will write their own vision statements and strategic plans for inclusion.

12:10-2:10 - Providing literacy opportunities for all in natural contexts

Andrea Ruppar

This presentations will engage participants in actively creating ways to provide access to authentic literacy learning opportunities for individuals with intensive support needs across the lifespan in natural contexts. Using universally designed instruction, assistive technology, authentic assessment, and core curriculum standards, participants will leave prepared and excited to make literacy a part of the future for everyone.

2:10-4:10 - College and Career Readiness and the Hidden Curriculum

Lou-Ann Land

To ensure future success for all students, college and career ready skills (communicative competence, appropriate social skills, independent work behaviors, and academic fluency) must be addressed now. This session will address how this can be achieved through

inclusive school communities, a standards-based curriculum, and involvement in extracurricular activities when taught hand-in-hand with the hidden curriculum, the underlying rules and social morays of a learning community.

4:10-4:30 - Open Discussion between all presenters and Audience. Facilitated by Andrea Ruppar

All presenters will come on stage and participate in an open discussion with the audience about any questions they may have and what actions they can take to make inclusive education more available to all.

## DIVERSITY & CULTURAL COMPETENCY AFTERNOON WORKSHOP

12:30- 4:30 PM

GLBTQ Matters!

Meeting Room 16

Building community and inclusion with and for GLBTQ people with intellectual disabilities- Tess Vo and John Balatka

Until recently the experiences of GLBTQ people w/ID have been largely made invisible. The sprOUT project engages GLBTQ people w/ID in a collaborative



community-based program to build community among GLBTQ people w/ID across Canada, provide training/support, document/disseminate best practices and create educational resources, such as an award-winning documentary, to explore narratives of sex, gender, disability and resistance as imagined by members of the disability community.

Rainbow Support Group of Massachusetts: GLBTQI People with Intellectual and Developmental Disabilities- Patricia Carney and Pauline Bosma

Gay, lesbian, bisexual, transgender, gender non-conforming, queer and questioning (GLBTQ) people labelled with intellectual disabilities often experience multiple forms of systemic oppression. This breakout session will talk about the Rainbow Support Group of Massachusetts, a project of Massachusetts Advocates Standing Strong, funded by the MA Department of Developmental Services.

Supporting individuals labelled with DD/ID who self-identify as GLBTQ - Patricia Carney

This session introduces the work of self-advocates to organize and advocate in pursuit of lives that include self-determined sexual and gender identity and/or expression. The presentation will include personal

stories from GLBTQ people labelled with ID/DD and describe projects in Canada, the US and Australia (via video), that aim to build community among GLBTQ people with DD/ID and advocate for rights, inclusion and self-determination.

## TRANSITION AFTERNOON WORKSHOP

12:30 – 4:30 PM

A Future of Guardianship Alternatives

Mount Vernon Square B

Presenters will discuss alternatives to guardianship to ensure people with disabilities have full inclusion in the community.

12:30 - 1:10 Introduction by Dohn Hoyle

Rethinking Guardianship/Conservatorship

Establishing guardianship or conserving a person with disabilities is demeaning and contrary to current best practices. The outcome for the person is devastating and stigmatizing. We must rethink this pervasive, but outdated methodology and instead use alternatives and provide the supports, assistance and accommodations persons need to exercise choice, have their

preferences honored and to participate in our communities as equal citizens.

## 1:10-1:50 Results and Discussion on National Guardianship Survey

J. Matt Jameson

Even though guardianship is a profound decision with serious implications both for and about the person labeled as having a significant disability, the concept of guardianship has received little emphasis in the literature of the special education field. This presentation will share data from a national survey and have a structured discussion with national experts exploring both the current state of guardianship and explore alternatives.

## 1:50-2:30 It Takes a Village: Guardianship Alternatives for Young Adults with Significant Disabilities

Kate Richmond

This study focused on the beliefs and experiences of one young man with an intellectual disability, and his supporters, who transitioned to adulthood without the appointment of a guardian. Lessons are derived that can assist educators, families, and supporters of young adults with significant disabilities to develop

alternatives to guardianship and ensure the voice and dreams of the student is central to the transition process.

2:30-3:10 Supported Decision-Making: Protecting Rights, Respecting Choices

Jonathan Martinis

Supported Decision-Making is a cutting-edge alternative to guardianship where people with disabilities use trusted friends and family members to understand the situations they face and choices they must make, so they can make their own decisions. Using the "Justice for Jenny" case as a guide, this presentation will teach people the importance of choice and self-determination and ways to incorporate Supported Decision-Making into their lives.

3:10-3:50 Self-Advocates Supporting Self-Determination by Teaching Attorneys Person-Centered Practice

Erin Leveton

Attorneys can play a big role in the lives of people with disabilities, representing them in cases promoting systems reform, decision-making, the right to parent,

access to public benefits, and community integration. In D.C., self-advocates partnered with law schools, an advocacy organization, and the state to teach attorneys about people-first language and how to effectively work with people with IDD to support self-determination.

3:50- 4:30 Open Discussion between all presenters and audience. Facilitated by Dohn Hoyle

All presenters will come on stage and participate in an open discussion with the audience about any questions they may have and what actions they can take to make guardianship alternatives more available to all.

## LEGAL SYSTEMS WORKSHOP AFTERNOON WORKSHOP

12:30 – 4:30 PM

TASH Values in Action in the Courts: Attorneys and Experts Working Together  
Meeting Room 4

United States Department of Justice and other leading civil rights attorneys have recently brought many important cases that interpret the Integration Mandate of the Americans with Disabilities Act and reflect best practices in the developmental disabilities field. In these cases, civil rights/disability rights attorneys and

experts often work together in shaping the cases and the proposed remedies. Currently and historically, TASH members have sometimes occupied key roles such as experts, court monitors, special masters. Presenters will talk about some of the recent landmark cases, as well as the collaborative roles and relationships – experts, masters, monitors- and how people fill these roles.

Ruby Moore, Eve Hill, Cathy Costanzo, and David Mank

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## COMMUNITY LIVING MORNING WORKSHOP

1:30 -4:45 PM

Implementing a Real Community Living Environment for the Future of People with Significant Disabilities.

Meeting Rms 12/13/14

Presenters will discuss best practices from transitioning people with disabilities from traditional services to supported independent living.

1:30-2:30 The Journey: from Traditional services to self-directed living -Sarah Gimson

Sarah Gimson will explore the difference between traditional services and what self-directed living looks

like, feels like, and how that can become reality in each person's life and for the organization. When we move from providing services to facilitating living, people are in control of designing their lives and how that is supported, there is a life without bounds.

2:30-3:30 When Do I Get to be an Adult?- Beth Myers

Beth Myers will present a case study of two young adults with developmental disabilities in their transition from certified residential placements for children to their own apartment in the community. She will highlight successes, challenges, and potential barriers to self-determination in community living. Supports needed for individuals labeled with "high behavior needs" in inclusive settings as well as future implications will be discussed.

3:30-4:30 Interdependent Community Inclusion - Sean Plomann, Shari Lynne Denton

Presenters will offer an argument and solutions in favor of people with disabilities transitioning from nursing homes to interdependent, community living experiences. Public/mass transit needs to be accessible to all PWDs to manage a secure, inclusive, community-based lifestyle without dependence on intermediary agencies. Accessible/affordable housing

is interconnected with accessible transportation in the real lives of people with disabilities, especially to gain/maintain employment.

4:30-4:45 Open Discussion between all presenters and audience. Facilitated by Sarah Gimson

All presenters will come on stage and participate in an open discussion with the audience about any questions they may have and what actions they can take to make creative living housing a reality for all.

## CHAPTER LEADERSHIP AFTERNOON WORKSHOP

2:30 – 4:30 PM

Capitol Hill Day Debriefing- Room 8

Chapter Leadership Meeting- Room 5

TASH's growing network of existing and developing chapters meet to share experiences, address challenges and build skills as leaders in grassroots advocacy. We will begin the session with a debriefing of those who attended Capitol Hill Day and then move on to exploring and developing action plans to address state and local issues. We will also be sharing information specific to chapter needs/interests. Individuals interested in starting a chapter in their state/region/province are welcome to join us.

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# THURSDAY CONCURRENT PRESENTATIONS. DECEMBER 4, 2014

8:20-9:30AM

A review of research on cultural and linguistic diversity in severe disabilities

Meeting Room 4

Diversity & Cultural Competency

Inclusive Education

Jordan Shurr, and Meaghan McCollow

The school-aged population is becoming increasingly diverse with CLD students expected to represent half of this population by 2020. Much research addresses the needs of CLD students with high-incidence disabilities, but little addresses CLD students with severe disabilities. This session describes a systematic review of literature in this area.

8:20-9:30AM

Abuse of Persons with Disabilities: A Silent Epidemic – No More!

Meeting Room 5

Advocacy

Human Rights

Mark Starford and Molly Kennedy

Equity, opportunity and inclusion cannot be achieved when persons with developmental disabilities are four to ten times more likely to be victims of crime than people. It is vital that persons with disabilities learn how to protect themselves. In the call to action video “Abuse of Persons with Disabilities: The Silent Epidemic”, Molly and Kecia speak out to peers, organizations and the general public.

8:20-9:30AM

Accessing Grade Aligned Language Arts: Researching an Ipad App

Meeting Room 8

Inclusive Education

Communication

Pamela Mims

This presentation will inform participants on a study targeting teaching Middle School ELA skills via an App to students with significant disabilities. Based on results of an IES SBIR grant funded single subject study, participants will learn about apps to make accessing the general curriculum motivating and easy to use while promoting best practices and future directions for inclusive practices.

8:20-9:30AM

Alternate Achievement Literacy in Inclusive Settings for Students with ASD and ID

Meeting Room 9

Inclusive Education

Transition

Diane Browder, Kathy Fallin, Julie Thompson, and Caryn Allison

The Center for Secondary Education of Students with Autism alternate achievement literacy instruction for students with ASD was developed to support inclusion and access to comprehending age appropriate, grade level texts in high school. The purpose of this session is to describe and show videos of strategies used to provide alternate achievement literacy in inclusive settings for high school students with autism and intellectual disability.

8:20-9:30AM

An Introduction to Disability Pride, History and Culture.

Meeting Room 12

Diversity & Cultural Competency

Advocacy

Paul Miller, Theresa Squires, and Micah Fialka-Fildman

Many people say you can't talk about the future without looking at your past. We look at important historical and cultural individuals, events and terms in the disability community. We introduce our audience to these topics using interactive activities.

8:20-9:30AM

Assessment of Services: A School Based Supported Education Fidelity Scale

Meeting Room 13

Employment

Transition

Elizabeth Getzel, Katherine Wittig, and Christine Grauer

There has been an increase in the use of supported employment in the schools as more and more transition led efforts are calling for employment prior to exiting school. This presentation will discuss the development and piloting of a School Based Supported Employment Fidelity Scale for secondary special education teachers or transition specialists to use as a self-assessment of their employment related services.

8:20-9:30AM

AT and Children

Meeting Room 14  
Communication  
Inclusive Education  
Isabel Duncanwood

How AT is assessed for children and how it can be used for inclusive education.

8:20-9:30AM

Barriers to Autism and Mental Health Diagnosis, and Treatment for Minority Children

Meeting Room 15

Diversity & Cultural Competency

Advocacy

Shannon Haworth

There are significant barriers for minority populations for autism diagnosis and treatment. There are also barriers to mental health services for these populations and African Americans in particular. When a child has mental health issues and autism the barriers to treatment are exacerbated Through a literature review specific barriers are revealed like cultural differences, lack of access, and a lack of cultural competency.

8:20-9:30AM

## Basecamp: Teaching Algebra Skills to Students with Intellectual Disability

Meeting Room 16

Inclusive Education

Transition

Andrew Wojcik

The single case study (n=4) examined the use of errorless learning treatments for four students with intellectual disability to teach 4 discrete algebra skills. The treatment package included graphic organizers, manipulatives, a task analysis for 4 skills, and systematic direct instruction using a Constant Time Delay (CTD) protocol. Results indicate improvement for each student in each skill area with carry over effects after treatment.

8:20-9:30AM

A Picture Based, Voice Output Text-Messaging System for Individuals with Significant Disabilities.

Meeting Room 19

Communication

Community Living

David Lojkovic and Michael Behrmann

Text messaging is a common communication tool used by young adults, and individuals with more significant

disabilities may have difficulties accessing this mode of communication. The EZPic2Txt app utilizes text-to-speech software, pictures/picture symbols, and touch screen technologies to make electronic communication accessible. The development of the app shall be discussed as well as the results of field-testing the app and implications for families and practitioners.

8:20-9:30AM

Disability Harassment's Impact on Transition-aged Youth Achieving Full Community Inclusion

Meeting Room 18

Human Rights

Employment

Jerome Holzbauer, and Jackie Wells

Individuals with cerebral palsy face multiple barriers to integrated employment even with vocational rehabilitation services. One barrier is disability harassment in schools. Stakeholders, including educators, parents-guardians, student-peers, human resources, and legal professionals, will discover what are effective interventions in harassment situations. Targets often "freeze." They are unlikely to "fight" or take "flight." In the aftermath, we examine the most effective strategy for recipients of harassment.

8:20-9:30AM

Educators as mirrors for students' responses to their classmates with behavior issues

Mount Vernon Square A

Inclusive Education

Positive Behavior Supports

Fernanda Orsati

The language used in inclusive classrooms to address students with disabilities that display behaviors influence how all students perceive their classmates. From a Foucauldian and disability studies perspective this paper critically examines the implications of the availability of deficit and controlling discourses, particularly how it influences the perceptions and behaviors of classmates in relation to the students with behavior issues in the classroom.

8:20-9:30AM

Families' Stories: Moving A Transformational Experience for Teachers into the Future

Mount Vernon Square B

Inclusive Education

Advocacy

Margo Collier, Erin Jarry, Brigid Ovitt, Juilette Romero Benavidez, and Laura Hirrel



Building school-home partnerships involves families and teachers sharing resources, responsibilities, and decision-making roles in an effort to comprehensively address the needs of students. Positive school-home relationships helps to ensure that students with disabilities and their families are considered valued members in the school and that their voices are heard. Dissemination of this virtual curriculum encapsulates the spirit of “Be the Future” 2014 TASH Conference.

9:40-10:50AM

Blogging, Community, Activism

Meeting Room 2

Advocacy

Communication

Amy Sequenzia

A personal account on how I started blogging, found support and acceptance in my community and how, as a non-speaking Autistic and multiply disabled woman, I found myself as a autism and disability rights activist, challenging predictions of a dire future and a passive, compliant life

9:40-10:50AM

A home of my own; how to get there.

Meeting Room 3

## Community Living Transition Scott Shepard

In order to Be the Future, you need to understand the past. A panel will share their individual stories describing how they transitioned into a home of their own. Some moved from institutions, some from group homes, and some from their family home. Although the process is different for each person, there are certain philosophies we need to embrace as people step towards their future.

9:40-10:50AM

Boy Scout Venture Meetings incorporating  
Augmentative/Alternative Communication(AAC)

Meeting Room 4

Communication

Advocacy

Scott Kuebler and Ronald Kuebler

Boy Scout Venturing Meetings are not designed for persons with communication impairments.

Modifications can be made to make meetings inclusive by adapting the agenda and presentation style. Eagle Scout and Venturer, Scott Kuebler, demonstrates that communication impairment due to Down Syndrome

does not need to prevent one from presiding at meetings. Scott's communication is augmented with Iphone/Ipad and software to communicate messages clearly.

9:40-10:50AM

Building Buddies: An Online Friendship Toolkit

Meeting Room 5

Community Living

Inclusive Education

Jennifer Schowengerdt, Kelly Clark, Stacy Strombeck, Mary Wetherell, Sara Kroll-Franks, and Terry Penny

Building Buddies is an online friendship toolkit created by parents for parents that includes ideas, tips, links and materials to help facilitate friendships for children with various abilities. As parents, we envision our differently-abled children living in an inclusive world with real opportunities for genuine friendship. The toolkit provides parents and educators with resources to encourage natural and mutual friendships for children of all abilities.

9:40-10:50AM

Building Confidence Through Self Expression

Meeting Room 8

Advocacy

Transition

Jamaica Cooper

In my proposal, I will present my personal experience about how I have gained confidence through self-expression, such as writing poetry, doing speeches, writing music, and researching ways to advocate for self and others with disabilities. I will also propose ways teachers can incorporate some of the things that have helped me into their own classrooms.

9:40-10:50AM

Legislative Advocacy

Meeting Room 9

Advocacy

Human Rights

Caren Kirkland, Jasmine Drayton, Lteefia Montague,  
and Angelic Speight

TASH theme, “Be the Future” are directly aligned. Our presentation topic Legislative Advocacy addresses the essential aspects need in order to make lasting change in the quality of life for persons with disabilities. We will provide the audience with the HOW and WHY changing laws and policies. Our team will address aspects of how an ideal becomes a law and the responsibility of advocates.

9:40-10:50AM

Facilitating the Leap: Transitional Supports through  
Post-Secondary Education Programming

Meeting Room 12

Transition

Community Living

Mark Prior, and Jameson Halnon

Overview of the SUCCEED program at HowardCenter  
Developmental Services in Burlington, Vermont.

SUCCEED is an innovative post-secondary education  
program that provides comprehensive support for  
individuals with ID to attend colleges and universities in  
the Burlington, Vermont area. SUCCEED opened in  
2008 and has six years of positive outcome data as  
evidence that our transitional supports have fostered  
increased independence for students across multiple  
settings.

9:40-10:50AM

Collective Empowerment Among Self-Advocates,  
Siblings, and Parents

Meeting Room 13

Advocacy

Human Rights

Meghan Burke

This presentation brings national advocacy and family support organizations that represent self-advocates (SABE), siblings (Sibling Leadership Network), and parents (Parent to Parent USA) to discuss the impact of collective empowerment in achieving enviable lives for people with disabilities and their families. By demonstrating the power of a common message, we can help reach greater equity, opportunity, and inclusion for individuals with disabilities and their families.

9:40-10:50AM

College and Career Readiness for Students with Significant Cognitive Disabilities

Meeting Room 14

Inclusive Education

Transition

Tana Donaghy

This workshop will introduce the major components of Common Core College and Career Readiness (CCR). CCR will be introduced at multiple levels of cognitive development so all students will be able to achieve success in the five components. Focus will be directed to students with moderate to severe/profound disabilities.

9:40-10:50AM

Communicators: A Curriculum for Coaching  
Paraprofessionals to Use Language Stimulation  
Strategies

Meeting Room 15

Communication

Inclusive Education

Adie Buchinsky, Ali Steers

Highly trained paraprofessionals are critical members of the intervention team. Attendees will learn valuable strategies to teach paraprofessionals that will result in immediate gains in student communicative competence and future success. Training materials, methodologies, and tools for supervision and will be presented.

9:40-10:50AM

Community Conversations: Expanding Employment  
Opportunities for Youth with Disabilities

Meeting Room 16

Transition

Community Living

Carly Blustein, Jennifer Rowan, Erik Carter

We introduce an approach to increase the capacity of communities to improve employment outcomes for

youth with disabilities. We held “community conversations” with more than 400 participants across six communities, each focused on generating solutions to support competitive employment. We share findings from analyses collected during and after each event, along with recommendations for applying this methodology to transition and implementing these interventions in communities.

9:40-10:50AM

A Meeting of the Minds: A Multiple Case Study

Involving AAC

Meeting Room 19

Communication

Inclusive Education

Gretchen Cole-Lade

A Meeting of the Minds will examine a multiple case study involving how stakeholders who support children with limited communication abilities collaborate and form partnerships to enable the generalization of the communicative skills between the different settings and people. Historically, there have been many obstacles to this collaboration. This study provides concrete examples of strategies which work to help all involved to “Be the Future.”



9:40-10:50AM

The impact of standards-based reform on inclusive education in urban high schools

Meeting Room 18

Inclusive Education

Diversity & Cultural Competency

Jessica Bacon

The emerging standards-based reform (SBR) movement has been documented to greatly impact special education systems within urban school environments (Voltz & Fore, 2006). This study uses qualitative data collected through interviews with administrators, educators, and parents from three public urban high schools. The findings describe how entrance requirements, testing mandates, and diploma options impact the inclusion of students with disabilities within the schools.

9:40-10:50AM

Pairing College and Employment for Individuals with Intellectual Disabilities

Mount Vernon Square A

Employment

Inclusive Education

Kelly Kelley, Jackie Moore, David Maennle, Becky

Garland

The University Participant (UP) Program is an inclusive college experience focused on preparing individuals with intellectual disabilities (ID) to work in competitive jobs and live semi-independently in their communities upon program completion. This presentation will share personalized video resumes of job skills within paid internships, practical strategies for seeking competitive employment, and balancing work hours with auditing 7-12 credits while living on a college campus.

9:40-10:50AM

Building Inclusive Managed Care Models for Individuals with Intellectual and Developmental Disabilities

Mount Vernon Square B

Community Living

Advocacy

Merrill Friedman, Connie Garner

Comprehensive service models where individuals direct their healthcare services and have full access to integrated settings are not a reality for many with intellectual and developmental disabilities. New Medicaid authorities and states' expansion of managed care set the table for a more inclusive approach. This session will discuss how to influence an integrated service focus within managed care through self-

advocacy that promotes independent, self-directed LTSS.

11:00AM-12:10PM

Creating and Sustaining Inclusive Classrooms through a Coaching Model

Meeting Room 2

Inclusive Education

Trisha Nishimura

The continuing effort to create and sustain inclusive classrooms is an issue that engulfs the field of education to date. The continuing effort to find strategies and supports to facilitate this process is crucial to the success of inclusive schools. The purpose of this session is to discuss coaching, as a means of professional development. An 8-week case study will be discussed.

11:00AM-12:10PM

Creating communication opportunities in inclusive classrooms through paraprofessional facilitation

Meeting Room 3

Inclusive Education

Communication

Yun-Ching Chung, Karen Douglas

The inclusion of students with significant disabilities presents rich opportunities for social interaction. We will share findings from a single-case study involving three students with autism from different cultural backgrounds who used Proloquo2Go. Following training, paraprofessionals self-monitored prompting the students and peers to initiate with each other in general education classrooms. We will present results from classroom observations and interviews of teachers, paraprofessionals, and students.

11:00AM-12:10PM

Demand Far Exceeds Supply: Addressing the Need for Non-Traditional Assistive Communication Supports

Meeting Room 4

Communication

Advocacy

James Conroy

We surveyed all graduates of the Communication Mentors program of Pennsylvania. They are support workers who have received special training to assist people with disabilities to communicate with, and be “heard” by, other people in their lives. The results suggest that individuals with a wide variety of backgrounds, given specialized training, can provide

useful complementary assistance in meeting the communicative needs of people with disabilities.

11:00AM-12:10PM

Your Dependent With Special Needs: Making Their Future More Secure

Meeting Room 5

Transition

Estate planning for families of dependents with special needs. Caregiving for a dependent with special needs takes special planning. Particular needs will always be present and they must be carefully considered and planned for appropriately. Taking steps now can help arrange for a loved one's well being, today and tomorrow.

11:00AM-12:10PM

Differentiating Core Content to Meet Diverse Student Needs

Meeting Room 8

Advocacy

Human Rights

Adie Buchinsky, Aparna Tyagi, Elia Reyes Mahoney

This panel presentation features personal perspectives of Autistic Adults and Parents and highlights their

collaborative projects through social media, and other means, to challenge negative stigma about Autism, and to promote social justice and human rights. They will share their framework for collaboration, which honours differences in communication/processing and recognizes that the future of neurologically diverse society is dependent on the development of inclusive practices.

11:00AM-12:10PM

Adult Sibling Roles and Relationships with People with Significant Disabilities

Meeting Room 9

Advocacy

Community Living

Zach Rossetti, Sarah Hall

Siblings of people with IDD have the longest life relationship with and anticipate performing key roles in their brother or sister's life, but they do not feel prepared to do so. Therefore, this phenomenological study examined adult sibling roles and relationships. Siblings are integral members of the family system and active players in the vision of equity, opportunity, and inclusion for people with IDD.

11:00AM-12:10PM

## Teaching Peers to Support Conversations with High School Students with ASD

Meeting Room 12

Communication

Inclusive Education

Linda Bambara, Christine Cole, Cathy Kunsch, Shu-Chen Tsai, Robin Drogan

Conversations are the building blocks of relationships in high school and later adult life. Yet, conversational skills can pose challenges for students with ASD, and as a result, they can become socially isolated from their peers. Learn how to implement peer-mediated strategies for improving conversational skills such as initiating conversation, asking questions, and sustained turn-taking, based on our research. We illustrate strategies with video examples.

11:00AM-12:10PM

Pathways TO Employment and OUT of Poverty

Meeting Room 13

Employment

Community Living

Elizabeth Jennings, Rebecca Salon, Anthony Vessels

This session will successful highlight approaches to support people with disabilities who are

unemployed/underemployed and poor. Identifying and utilizing strategies to equip people with financial knowledge is a critical first step to changing financial behavior and improving financial stability -- approaches that are most effective when people are engaged in a job search, collecting a first paycheck, and/or transitioning from school to college or work.

11:00AM-12:10PM

The Future of Dyadic Interviewing

Meeting Room 15

Advocacy

Human Rights

Kate Caldwell

This session will discuss an emerging new method for participatory research, Dyadic Interviewing. It will also engage a dialogue about how this methodology can be developed for future research to increase the inclusion and self-determination of research participants and partners with intellectual disabilities. This includes brainstorming ways that we might do joint interviews.

11:00AM-12:10PM

Embrace The Vision, Be The Change

Meeting Room 16

Community Living



## Advocacy

Kirk Hinkleman, Beth Gallagher

In this powerful, vulnerable and motivational session, we'll walk through the importance of having a clear vision, holding it together as an organization/team/circle of support, and why embracing the vision, collectively, is paramount in our ability to be true change-makers in our lives as 'awakened' citizens in our communities and neighborhoods.

11:00AM-12:10PM

Retrospectives on Factors Influencing Inclusive Opportunities for College Students with Multiple Disabilities

Meeting Room 19

Advocacy

Inclusive Education

Ann-Marie Orlando, Elizabeth Klinepeter, Megan Foster

Researchers interviewed two college students with multiple disabilities and their primary caregivers to elicit information about educational factors that contributed to the participants' eventual enrollment in postsecondary institutions. Major themes related to advocacy and to factors that influenced inclusive

opportunities will be presented. Implications for caregivers and individuals with disabilities will be provided.

11:00AM-12:10PM

First Year Teacher Follow Along Study

Meeting Room 18

Inclusive Education

Advocacy

Kathy Gee, Jean Gonsier-Gerdin

This presentation will summarize a mixed methods follow along study of a group of first year teachers who support students with the most significant and intensive support needs. This relates to the theme "Be the Future" because we hope to start a new dialogue about the ways in which teachers are evaluated which includes more than just the scores of their students.

11:00AM-12:10PM

Don't you dare dumb it down: Supporting high expectations in inclusive classrooms

Mount Vernon Square A

Inclusive Education

Transition

Whitney Rapp, Katrina Arndt, Susan Hildenbrand,  
Susan Schultz

In successful inclusive classrooms, all students, including those with disability labels, are provided with high expectations as well as equitable supports to strive for those expectations. This session describes the theoretical foundation needed to realize successful inclusion for all students and the danger of lowering expectations or limiting supports. Exemplary lessons that respond to the needs of all students in an inclusive setting are shared.

11:00AM-12:10PM

Dreamcatching: using PATH and MAPs for planning with people and networks

Mount Vernon Square B

Transition

Community Living

Aaron Johannes, Shelley Nessman , David Wetherow

Aaron Johannes and Shelley Nessman are fascinated by planning processes that are inclusive, creative, welcoming to the support network of individuals and leading to authentic lives of connections and meaningful goals. PATH and MAPs have been updated by inclusion press and have also evolved with David and Faye Wetherow in B.C., keeping the

processes fresh and meaningful. Let's look at how and why!

12:20-1:30PM

Collaborative Advocacy in the Autism Community: An Inclusive Framework for Social Change

Meeting Room 2

Advocacy

Human Rights

Leah Kelley, Lei Wiley-Mydske, Beth Ryan, Kassiane Sibley

This panel presentation features personal perspectives of Autistic Adults and Parents and highlights their collaborative projects through social media, and other means, to challenge negative stigma about Autism, and to promote social justice and human rights. They will share their framework for collaboration, which honours differences in communication/processing and recognizes that the future of neurologically diverse society is dependent on the development of inclusive practices.

12:20-1:30PM

Institutions, Eugenics, Community, Rights: How Did We Get Where We Are Today?

Meeting Room 3

## Human Rights

### Advocacy

Jean Searle, Jim Conroy, Dennis Downey, Elliott Simon, Ellen Tierney

History connects us, inspires us, describes us. History can also be the future. It is imperative that the transgressions in the evolution of the disability rights movement must never be repeated; their lessons must be impressed upon future generations. This workshop gives an overview of the past 200 years of significant points in the disability rights movement and how it leads us into the future.

12:20-1:30PM

Inclusive Community Music Experiences: Recitals, Concerts, and Open Mic Nights

Meeting Room 4

Communication

Diversity & Cultural Competency

Angela Guerriero

For ten years, Tempo! has offered inclusive music recitals and recently, community concerts and open mic nights, developed through discussions among community members. These opportunities for inclusion for people with significant disabilities offer varying

levels of participation, providing a safe space for people to express themselves through music, a medium some are most comfortable with. This presentation will discuss planning and outcomes of these events.

12:20-1:30PM

Autism and the use of Metaphor in Parent Memoirs  
Meeting Room 5

Diversity & Cultural Competency

Advocacy

Justin Freedman

I examine the use of metaphors in three narratives written by parents of children diagnosed with autism. My interest in these narratives is how parents use metaphors to explain their child's behavior and the impact of autism. I argue that certain metaphors in these narratives resist a deficit oriented understanding of autism in favor of an ideology that is consistent with the idea of neurodiversity.

12:20-1:30PM

Research to Practice: Equipping Schools Statewide to Support Inclusion and Peer Relationships  
Meeting Room 8

Inclusive Education

Jeannine Brinkley, Debbie Brown, Vicki Kropf, Leann Weinberger Erik Carter

This presentation describes a three-year partnership between researchers, a statewide technical assistance project, and school districts in Pennsylvania to support structures that promote inclusion, learning and peer support arrangements involving students with and without disabilities. This partnership includes statewide professional development and mini-grants resulting in video resources with discussion guides to lead schools to launch or continue efforts to implement natural peer supports.

12:20-1:30PM

Social capital: Adolescents' egocentric network membership and its impact on social activity

Meeting Room 9

Inclusive Education

Human Rights

Kim Fisher, Karrie Shogren

The presenters share the results of a cross-sectional study examining the structural characteristics of egocentric networks of adolescents with moderate to severe disabilities ( $n = 18$ ) across two high schools and how those networks impact informal and formal social

activity. The data is part of a larger study examining differences in network characteristics for adolescents with and without disabilities (n = 398) across academic tracks.

12:20-1:30PM

Customized Employment for Youth and Young Adults with Significant Disabilities

Meeting Room 12

Employment

Transition

Mary Perason

Customized employment has been a recognized process in utilizing creative means for obtaining individual employment for those with significant disabilities for years (Griffin Hammis LLC, 2014). This presentation will summarize the findings of a multi-analysis of research articles about customized-employment and educators, and a mixed method feasibility study where customized employment processes were conducted for a group of young adults with significant disabilities.

12:20-1:30PM

"Community-Based Nonwork" services in an Employment First environment



Meeting Room 13  
Community Living  
Employment  
Jennifer Sulewski

As disability policy increasingly prioritizes community-based day supports for people with intellectual and developmental disabilities (IDD), there is new demand for supports for both integrated employment and community-based nonwork (CBNW) activities. This panel, including representatives from a university, a state agency, and a community rehabilitation provider, will examine how CBNW can enhance community participation of people with IDD while maintaining a focus on Employment First.

12:20-1:30PM

Supporting Self-Determination Skill Development in the  
Elementary Years

Meeting Room 15

Transition

Advocacy

Mary Ann Gorman

This literature review focuses on developmentally appropriate expectations for learning of precursor components of self-determination in elementary-aged

youth in order to enhance IEP planning as a mechanism for (1) development of foundational elements of self-determination and (2) engagement of youth at an early age as active participants in their future planning.

12:20-1:30PM

Practicing Inclusion in the Workplace

Meeting Room 16

Employment

Jean Trainor, Neil Francois, Sherry Etringer, Angie Weekley, Michele Stiles, Holly Wegter

Veridian Credit Union is a champion for inclusion within our organization, and throughout the communities we serve. We will share how inclusion is at the forefront of our hiring practices, staff training, products, services and community partnerships. You will leave with ideas on how to be the future by integrating inclusive business practices to provide equity and opportunity for people with significant disabilities.

12:20-1:30PM

Quality is Caring

Meeting Room 19

Advocacy

Community Living

Marisa Brown

People with developmental disabilities have multiple risk factors that lead to the development of dental disease and unfortunately, they have come to accept that adequate dental care is not offered through Medicare and Medicaid. This session will describe an approach to oral health services that addresses insurance reimbursement, education of community providers, supports for teaching preventive strategies and collaboration among advocates and public officials.

12:20-1:30PM

The Impact of the EdTPA on Preservice Teacher Preparation

Meeting Room 18

Inclusive Education

Advocacy

Terri Ward

New York and other states have implemented the Education Teacher Performance Assessment (EdTPA) as part of certification requirements for special educators. This session welcomes discussion of the EdTPA across the country and how it is impacting teacher preparation efforts, especially in relation to teacher preparation for inclusion.

1:40-2:40PM

Engaging People with Disabilities and Their Siblings

About Advocacy

Meeting Room 2

Advocacy

Transition

Meghan Burke, Katie Arnold, Lex Bolyanatz

This presentation is threefold. First, we discuss themes about advocacy identified by five focus groups with self-advocates and their siblings. Themes relate to future planning, community life, and equity. Second, we summarize a policy training for self-advocates and their siblings. We discuss how policy will change in the future. Third, we share videos showing self-advocates and their siblings' input regarding changes to disability policies.

1:40-2:40PM

Cycling Assessment with Instruction for Students with the Most Significant Support Needs

Meeting Room 3

Inclusive Education

Marsye Kaplan, Karla Marty

Participants will build a framework for instruction to facilitate the incorporation of regular formative assessments as part of daily instruction for students with significant support needs. Participants will have hands-on experience unpacking the standards and aligning them with identified student challenges, learner variability and curriculum. Participants will gain understanding of direct relationship between assessment and instruction and a process for linking them for all students.

1:40-2:40PM

Taking Turns for Ngemgeh

Meeting Room 4

Positive Behavior Supports

Community Living

Michael Fonkem, Patience Fonkem

Presentation focuses on the role of positive experiences for children with disabilities and positive relationships on individuals and families in transition. Invoking Ubuntu epistemology on family living, we explore the benefits of and challenges in ensuring quality of life of individuals with disabilities and their families adapting to a new cultural environment.

1:40-2:40PM

Framework for Adaptations to General Education  
Learning Objectives for Students with Disabilities  
Meeting Room 8  
Inclusive Education  
Human Rights  
Rebecca Schulte

Presentation will share a framework for analyzing the cognitive, social, and academic demands of lessons in the general education classroom in relation to the strengths and needs of individual students with disabilities so that adaptations can be developed. The framework will be useful to general and special education teachers to support inclusion, and can be utilized by students with disabilities themselves through meta-awareness and self-advocacy.

1:40-2:40PM

Full Meaningful Life After High School

Meeting Room 9

Transition

Transition

Mary Elks, Darcy Elks, Martin Elks, Kristen Ludwig

Typically graduation from High School is one of the most exciting times of life. However, for many young people with intellectual disabilities it can be a time of

vulnerability of being put into an adult service world apart from typical peers and /or staying at home all day. Instead life “opening up” it may become smaller and insular. This presentation offers exciting alternatives to transition.

1:40-2:40PM

Function-Based Intervention in Inclusive School Settings: A Meta-Analysis

Meeting Room 12

Positive Behavior Supports

Inclusive Education

Virginia Walker, Lauren Bonnet, Yun-Ching Chung

The purpose of this meta-analysis was to summarize single subject intervention research in which function-based intervention was applied within inclusive settings to address challenging behaviors of students. We will present (a) a descriptive summary of the research included in the review, (b) overall effect of function-based intervention, (c) study characteristics that moderated intervention effect, and (d) implications for practice and research.

1:40-2:40PM

How one school used UDL to re-engineer student learning and space.

Meeting Room 13

Inclusive Education

Patricia Beyers Pelzel, John Flannery, Amy Tonson

To address the performance gap for students with disabilities and students living in poverty, this presentation will share how one school reconstructed learning to align with: (1) visible learning research; (2) universal design for learning (UDL); (3) social justice; (4) and reframing Response to Intervention foster continuous classroom improvement practices- focusing efforts on culturally responsive and inclusive tiers of instruction and support.

1:40-2:40PM

Inhumane Beyond All Reason: Ableism in Public Discourse and Torture Apologetics

Meeting Room 14

Human Rights

Advocacy

Lydia Brown,

Since 1971, the Judge Rotenberg Center has used aversive interventions as diverse as forced inhalation of ammonia, slapping, white noise helmets, and electric shock to enforce submission and compliance. Despite decades of legal and policy advocacy, JRC remains



open. Using JRC as a case study, we will discuss how ableism in public discourse enables violence against disabled people, and how we have subverted these conversations.

1:40-2:40PM

Integrating Technology on a College Campus

Meeting Room 15

Inclusive Education

Transition

Kelly Ligon, Shannon Jones

Students with intellectual disabilities have the opportunity to attend college, but may need support to be successful. Technology can make a difference. Participants will leave with ideas for different types of technology, an outline of questions to ask students, and ways to get students involved in addressing their technology needs.

1:40-2:40PM

Internships: One Step Closer To Employment in the 21st Century

Meeting Room 16

Employment

Inclusive Education

Lori Briel, Judy Averill

Targeting skill development relevant to employers in inclusive settings can ensure successful employment outcomes. VCU ACE –IT in College, an inclusive Transition Program for Students with Intellectual Disabilities, considers employer priorities when developing college internships based on student interests and strengths. Find out what key components are essential and how 21st century workforce readiness competencies drive the learning process that leads to employment.

1:40-2:40PM

School Clubs: Getting Students with Severe Disabilities Involved

Meeting Room 19

Inclusive Education

Alicia Pence, Stacy Dymond

Findings from a recent study focused on teachers' beliefs about including middle school students with severe disabilities in school clubs will be presented. Participants will learn practical strategies for increasing and supporting student involvement in school clubs and a 6-step process for addressing functional and academic curriculum in school club activities.

1:40-2:40PM

Current Status of Assistive Technology(AT)  
Implementation in Western PA

Meeting Room 18

Inclusive Education

Advocacy

Young-Gyoung Kim

Since assistive technologies were mandated to be considered in every IEP meetings since 1997 IDEA, assistive technologies became a more important part while teaching students with disabilities. Special education teachers working in rural school districts located in western PA were interviewed in terms of perspectives of AT, assessment of AT needs, AT training, funding sources, AT items they use, and suggestions for future special educators.

1:40-2:40PM

Moving from the Vision to the Reality of Inclusive  
Schools

Mount Vernon Square A

Inclusive Education

Choose one

Karmen Mills, Carol Quirk

This presentation will highlight a framework that was developed by the Schoolwide Integrated Framework for Transformation (SWIFT) Center to assist schools to ensure equity and excellence for ALL. Information presented will help participants understand how to move from envisioning inclusive schools to developing practices that will transform schools and support the full inclusion of students with disabilities

1:40-2:40PM

Examining the Past Decade of Educational Settings for Students with Significant Disabilities

Mount Vernon Square B

Inclusive Education

Advocacy

Mary Morningstar, Jennifer Kurth

Data indicates greater movement toward education in more inclusive settings for most students with disabilities. Students with significant disabilities, however, show less clear trends. This study reports on the a decade (2000-2012) of LRE data for students identified with significant and multiple disabilities. The results indicate less positive improvements for subgroups of students. Further implications for supporting greater access to general education will be discussed.

2:50-3:50PM

Want to Work? A Person Centered Approach

Meeting Room 2

Employment

Advocacy

Jack Brandt

This presentation will discuss a person centered approach in developing a work support document and a resume for people with developmental disabilities to assist in gaining employment. A process will be discussed that involves people with developmental disabilities and their supporters to develop these documents when they are looking for a job. The presenter will discuss the development of the booklet and documents.

2:50-3:50PM

IPad Appy Hour: Lessons from the Field

Meeting Room 3

Inclusive Education

Communication

Craig Miner

Come to the IPad Appy Hour to hear about some of the favorite apps of teachers, parents, and students with

severe disabilities. This session will describe both instructional and assistive technology apps. Attendees will be encouraged to share their experience using iPads to improve the education and lives of individuals with severe disabilities

2:50-3:50PM

Shared Book Reading: Engaging Students in Communication & Literacy

Meeting Room 4

Communication

Inclusive Education

Allison Dennis

The National Institute of Education has called shared book reading “the single most important activity for developing the knowledge required for eventual success in reading.” Shared book reading supports emergent literacy skills (e.g., oral language, print awareness) in children with and without disabilities. To ensure students are prepared for future social and academic opportunities they must be provided reliable instructional activities like shared book reading.

2:50-3:50PM

Life, Love, and Disability: Sex Education with Young Women with Intellectual Disabilities

Meeting Room 5

Human Rights

Transition

Amy Williamson, Kagendo Mutua, Olivia Robinson

Persons with disabilities have often been excluded from discussions on sexuality. Drawing on narratives of young women with intellectual disabilities participating in a qualitative research study, this presentation will focus on the findings of a study involving the implementation of sex education curriculum with women with intellectual disabilities, as well as hear the voices of the women involved in our study on their own sexuality.

2:50-3:50PM

Literacy for All: Free Web-based Tools for Making Complex Text Accessible

Meeting Room 8

Inclusive Education

Diversity & Cultural Competency

Karen McCaleb

All students should have access to literacy; however, our students with extensive support needs often do not have instructional access to general education materials. Teachers struggle to provide grade

appropriate content to students who may not be on grade level. Through using free software tools, teachers can provide grade appropriate materials that are both standards-based and designed to meet the needs of unique learners.

2:50-3:50PM

Meeting People Where They Are At

Meeting Room 9

Communication

Advocacy

Mark Vincent, Scott Ryder

Change is hard. This training examines the realities when providing new and innovative services to people with Intellectual Disabilities and how the newness and the innovation can anger some people. We will discuss how to approach community members/families/guardians with long held and erroneous beliefs about how best to support individuals. We will discuss and demonstrate effective communication techniques while managing the tension respectfully.

2:50-3:50PM

Peer Supports and Networks for Adolescents with Severe Disabilities: Lessons Learned



Meeting Room 12

Inclusive Education

Communication

Erik Carter, Heartley Huber, Matthew Brock, Ethan Fesperman, Colleen Moss, Jenny Asmus

We present final findings from a multi-state, randomized study evaluating the efficacy and social validity of peer support strategies and peer networks on the social and learning outcomes of 150 high school students with severe disabilities. Participants will gain practical strategies and resources for implementing these evidence-based alternatives to one-to-one paraprofessional support models in inclusive settings.

2:50-3:50PM

Participation of Students with Severe Disabilities in Extracurricular Activities: How and Are They Included?

Meeting Room 14

Inclusive Education

Transition

Martin Agran, Colleen Thoma, Kira Austin, Ronald Tamura, Edwin Achola, Cynthia Nixon

Full inclusion involves a student's meaningful participation in both general education classes and after school activities (e.g., extracurricular activities).

Although there is a growing inclusion literature relative to the general education classroom, relatively little has been written about student participation in extracurricular activities. This presentation examines this issue and shares data from students, teachers, and parents. Recommendations to increase participation are presented.

2:50-3:50PM

Pathways to Careers - Expanding Employment Choice for Individuals with Significant Disabilities

Meeting Room 15

Transition

Michael Callahan, Martin Gerry, Therese Fimian, Brian DeAtley," ,

Pathways to Careers is a systems-change project that envisions a future where individuals with significant disabilities have an informed choice of competitive, integrated employment options across a broad range of community settings. The model includes Discovery, linked to the opportunity for paid internships, for career exploration and employer engagement strategies, identifying potential solutions to barriers resulting from the absence of ongoing funding of employment supports.

2:50-3:50PM

Could we, should we, settle for "good enough"?

Meeting Room 16

Advocacy

Community Living

Lynne Tamor, Tia Nelis

A critical topic arising in a forum at TASH 2013 was "settling". The general concern was whether "settling" for an available, "least bad" solution was dangerous or a step in the right direction. This is often an area where advocates and self-advocates disagree. We will explore the pros and cons to help everyone decide for themselves, perhaps on a case-by-case basis.

2:50-3:50PM

One family, Two sisters, comparing two different pbs systems for intervention

Meeting Room 19

Positive Behavior Supports

Community Living

Hatch Victoria, Adam Sherry

A complex case review involving two sisters who provide their own insight into PBS supports provided to them. Two service delivery models were used to provide teams with access to knowledge transfer that

best met their needs. Video and data will be shared to highlight supports created by CBI and quality of life outcomes that have enabled these women to become more involved in community

2:50-3:50PM

Peer Interactions of High School Students with Severe Disabilities During Inclusive Service-Learning

Meeting Room 18

Inclusive Education

Communication

Michelle Bonati, Stacy Dymond

This session presents the findings from a mixed methods study examining the peer interactions and roles assumed by students with severe disabilities within the context of high school general education art classes. The relationship between peer interactions and various contextual factors, including composition of groups, type of task, adult proximity, and adult prompting during inclusive service-learning was also examined.

2:50-3:50PM

All Means All: Domains and Features of a Fully Inclusive School

Mount Vernon Square A

## Inclusive Education

Choose one

Barb Buswell, Mary Schuch

SWIFT, national K-8 center, provides academic and behavioral support to promote the achievement of all students, including students with disabilities. SWIFT bridges general and special education reform efforts to create learning opportunities for students and teachers and promote active, engaged partnerships among families and community members. This session highlights the researched based domains and features necessary to include children with disabilities in whole school reform.

2:50-3:50PM

TASH's National Advocacy of a Research Agenda for Inclusive Education

Mount Vernon Square B

Inclusive Education

Advocacy

Mary Morningstar, Heather Allcock, Cheryl Jorgensen, Julia White," Jean Gonsier-Gerdin, Janet Sauer

As a result of the call from Horner and Dunlap (2012) to focus research on inclusive values and strong science, researchers now advocate for enhancements in

contextual supports for student capacity; as well as evidence-based interventions for inclusive settings. In response, TASH Inclusive Education National Committee launched discussions with researchers and practitioner focus groups to articulate a clear and compelling research advocacy agenda.

4:00-5:00PM

Collaborative Decision Making: Maximizing Paraprofessional-Teacher Relationships and Student Outcomes

Meeting Room 2

Inclusive Education

Adie Buchinsky, Gabriela Salcedo, Angela Cross Rinnert

Interested in developing a more meaningful relationship between paraprofessionals and teachers? This session, led by an educational team of a paraprofessional, general, and special educator will examine ways to develop this relationship for the maximum benefit for students. The discussion will be framed by current research about paraprofessional-teacher relationships and will delve into practices by this team about strong working relationships and collaborative decision making.

4:00-5:00PM

Job-Embedded Professional Development:  
Transforming Literacy Learning

Meeting Room 3

Inclusive Education

Communication

Amanda Bock, Karen Erickson

This presentation describes an approach to job embedded professional development focused on literacy and communication. Over one school year, multiple methods of professional development and coaching improved student engagement in meaningful literacy learning and transformed teacher use of new strategies and ways of thinking about literacy for students with severe disabilities. Special attention is given to students who use AAC.

4:00-5:00PM

Project MATH: inclusive math education for students  
with severe intellectual disability

Meeting Room 5

Inclusive Education

Advocacy

Bree Jimenez

This presentation focuses on the findings of a single-subject research study that investigated the effects of embedded instruction in the general education math classroom to support three students with severe intellectual disabilities demonstrate generalization of taught early numeracy skills, and gain grade aligned skills acquisition in inclusive classrooms.

4:00-5:00PM

Project Search: Lessons Learned

Meeting Room 8

Employment

Community Living

Karen Lee, Susie Rutkowski

Breakout Presentation

4:00-5:00PM

Racial Inequalities for Students Placed into Segregated Spaces with a Subjective Disability

Meeting Room 9

Inclusive Education

Diversity & Cultural Competency

Layla Dehaiman

I will discuss several factors at play when it comes to the intersections between students with disabilities and



students of color. This research is important to further disseminate a historical understanding of practices of segregation based on race and ability, which are still taking place within educational institutions.

4:00-5:00PM

Reaching All Students with Effective Inclusive Practices

Meeting Room 12

Inclusive Education

Positive Behavior Supports

Savanna Flakes, Haley Guglielmi

Inclusion Works! By effectively co-teaching and utilizing Universal Design for Learning, teachers will increase student achievement. This session will share how one school district uses collaborative models, peer assisted learning, and evidenced based instruction to provide students with moderate to severe disabilities access to core subjects in the general education classrooms. The session is grounded in research based on successful inclusive communities and evidence-based practices.

4:00-5:00PM

Rethinking College: A Film and Teaching and

Advocacy Tool

Meeting Room 14

Inclusive Education

## Advocacy

Cate Weir, Debra Hart, Micah Fialka-Feldman, Meg Grigal

This session will include a screening of the film “Rethinking College” followed by a discussion of how the film can be used as both an instructional and advocacy tool with a variety of audiences to increase knowledge of postsecondary education opportunities for people with intellectual disabilities.

4:00-5:00PM

Rethinking the Link: Supporting Family, School,  
Community Linkages

Meeting Room 15

Inclusive Education

Diversity & Cultural Competency

Trisha Nishimura

A history and culture of distrust and conflict. The continuing effort to bridge the gap between families and school personnel is highlighted by terms such as “involvement”, “partnership”, and “collaboration” which underlie prevailing practices that allow school personnel to make the educational decisions. The purpose of this session is to address family-school

linkages in culturally competent and responsive inclusive classrooms.

4:00-5:00PM

Revisiting Related Services Decision-Making in Inclusion-Oriented Schools

Meeting Room 16

Inclusive Education

Michael Giangreco

Related services (e.g., speech-language pathology, physical therapy, occupational therapy) can be essential supports for students with complex support needs by providing educationally relevant and necessary supports that ensure access to an inclusive education. Sometimes these services are, often with the best of intentions, are provided in ways that interfere with inclusive education. This session revisits research-based related services decision-making to facilitate inclusive education.

4:00-5:00PM

California Statewide Reform of Special Education Services: Input into Task Force Recommendations

Meeting Room 19

Inclusive Education

Advocacy

Ann Halvorsen

The California SPED Reform Task Force's five committees: Evidence based Practices/Service Delivery; Assessment and Accountability; Finance; Early Childhood, and Educator Preparation will finalize their recommendations in December, and these will be brought to TASH members for review, critique and discussion of their potential positive impact on California's: funding to special education (47th) very poor LRE data (44th) and resulting low student performance outcomes (48th). .

4:00-5:00PM

Pushing the Acceptance Envelope: Higher Education for Students with Intellectual Disabilities

Meeting Room 18

Transition

Inclusive Education

Jill Curry

Access to higher education for students with intellectual disabilities expanded with the passage of the Higher Education Opportunity Act of 2008. This session explores the involvement of College Administrative Professionals in the adoption and implementation of programs at institutions of higher education that

received Transition Program for Students with Intellectual Disabilities grants. SWOT analysis will summarize critical aspects that influenced program adoption and implementation.

4:00-5:00PM

A View From the Table

Mount Vernon Square A

Positive Behavior Supports

Community Living

Marianne Roche, Jill Gromen, Ramenta Cotrell

Wholistic Practices have been in place for thousands of years but not always available to everyone. A small demonstration project is increasing opportunities to provide “treatments” to those previously excluded while also helping us learn more about the possible impact on overall well-being -- especially with anxiety, trauma, grief, and/or “behavioral challenges”. Come hear more and join in the discussion of future ideas for expansion.

4:00-5:00PM

Innovative Approaches to Assist in the Employment of Individuals Dismissed as impossible to Employ

Mount Vernon Square B

Employment

Human Rights

Cindy de Bruijn, Vickie Mancini, Renate Burwash

Our individualized employment supports work with individuals who have been unsuccessful with other employment supports. We focus on the unique skills and needs of the job-seeker and supporting businesses in understanding the benefits of inclusive hiring practices with tools and resources to be successful. This collaboration is leading to excellent outcomes for people who were labelled by others as incapable.

5:10-6:10PM

Family members enhance the literacy and communication of teens with significant disabilities

Meeting Room 2

Communication

Inclusive Education

Denise Clark, Teri Wegner, Ann Mickelson, Florence Muwana

This research focused on family members who were provided with a variety of communication and literacy-based strategies to engage youth with significant disabilities in literacy activities at home.

Communicating about the ways youth can participate in literate communities is crucial to fulfilling personal

relationships, academic success, and community inclusion.

5:10-6:10PM

Implementing Inclusive Education: The Teacher's Toolkit

Meeting Room 3

Inclusive Education

Human Rights

Amy Williamson, Kagendo Mutua

As teachers and schools move towards inclusive practices, inclusion specialists must have a vision of, and toolbox for, effective inclusive practices. This session presents research-based tools for implementing effective inclusive education using a three-stage model. Specific strategies will be shared for each stage, based on current research and is relevant to all advocates for inclusive education.

5:10-6:10PM

Be the Future Through Grade Level Math Instruction Using a CRA Model

Meeting Room 4

Inclusive Education

Transition

Sharon Leonard, Allen Muir, Jared Campbell, Audrey Kappel

To achieve equity, opportunity and inclusion for people with significant disabilities, our state has been implementing a Concrete/ Representational/ Abstract model to teach grade level mathematical concepts. Using research based instructional practices, that will be demonstrated, what has been considered 'too complex' has now been evidenced to be achievable. Access and learning within the general education curriculum provides access to the future for ALL students!

5:10-6:10PM

Using a Culture of Gentleness to Support Self-Determination

Meeting Room 5

Positive Behavior Supports

Transition

Alex Kimmel

TASH "aims to achieve equity, opportunity and inclusion for people with significant disabilities in all aspects of community life." I can Be the Future because TASH has helped pave the way for my community to accept how I define my need to be



included. I will share the philosophy of a Culture of Gentleness and how that has helped me be more Self-Determined.

5:10-6:10PM

Educating Policy Makers to Support the Disability & Culturally Diverse Community Issues

Meeting Room 8

Advocacy

Diversity & Cultural Competency

Daniella Pirslin

Educating and Influencing Policy Makers to Support the Disability and Cultural Diverse Communities is one way to impact public policy change. When people unite and are pro-active regarding the well-being of themselves, their children and the community, elected officials are more inclined to make decisions that will support them. Especially the disability and culturally diverse communities because they are usually disenfranchised during public policy debate.

5:10-6:10PM

Embodied Cognition, Language Development and Video Games

Meeting Room 9

Communication

Robin Shobe, Rebecca Shulte

Technological advancements such as fMRI are bringing essential neurological research about how people learn to the existing body of research in the Learning Sciences. The discovery of mirror neurons is fueling the theory of embodied cognition; learning is distributed between the mind and the body therefore, we learn by doing. Can video games that leverage the mechanic of simulation, improve language, communication and social skills?

5:10-6:10PM

Parent Perspectives on Inclusive Education: Examining Outcomes for Individual Students

Meeting Room 12

Inclusive Education

Katie Staton

Inclusive education gained popularity in the 1990s, but few schools in the United States have been successful in implementing this practice for students labeled with severe disabilities. How do parents view inclusive education practices for this population, and can parent advocacy move inclusive practice into schools now?

5:10-6:10PM

Reflexive and reflective model for co-planning and teaching with the common core

Meeting Room 13

Inclusive Education

Diversity & Cultural Competency

Jodi Burnash, Ann Daviau

This session will discuss a model for co-planning and teaching that was developed by and has subsequently been taken up by urban secondary co-teachers. The model addresses local, state and the common core standards, while taking into account elements of differentiation and student specific goals outlined by the Individualized Education Plan. This session will provide an outline of the model and resources.

5:10-6:10PM

Including Physicians in Your Child's Team

Meeting Room 14

Communication

Positive Behavior Supports

Mary Sheppard

The presenter is working with medical personnel to improve the continuity of care for children with disabilities. This will be a discussion of how doctors can best communicate with parents of children with

disabilities and school personnel about educational and therapeutic options. Participants will discuss strategies to incorporate doctors into children's teams and potential barriers to collaboration between families, physicians and school personnel.

5:10-6:10PM

Finding the courses that "fit" college students with intellectual disabilities

Meeting Room 15

Transition

Inclusive Education

Beth Bader, Renee Bullano, Mary Anne Huband

College can now realistically "be the future" for many students with intellectual disabilities due to trailblazing efforts of the federally funded TPSID projects. This presentation will focus on the experiences to date of a totally inclusive academic program at a large urban university that builds on student interest and career goals when facilitating selection of courses each semester. Student experiences will be highlighted through videos.

5:10-6:10PM

## New Outlook on a Group of Brilliant People”: Changing Preservice Teachers’ Views on Individuals with Intellectual Disabilities

Meeting Room 16

Inclusive Education

Diversity & Cultural Competency

Amy Williamson, Kagendo Mutua

While a plethora of research on transition education exists, much less researched are “soft” outcomes. Within our program, some of the most profound outcomes have been organic; mediated by context. Being located on a college, many authentic and age-appropriate experiences involving college and transition students have emerged unscripted . We draw upon narratives of preservice teachers’ transformative understandings of transition and youth with significant disabilities.

5:10-6:10PM

Journey to the Core: Creating a Core Vocabulary for the Common Core

Meeting Room 19

Communication

Inclusive Education

Allison Dennis

Students with complex communication needs face challenges while accessing curriculum. These challenges have become increasingly complex with the addition of the Common Core State Standards. This presentation includes a list of core vocabulary words (K-12), which reflect both existing research and vocabulary required for academics. To “Be the Future,” all students must be provided with communication that supports engagement and learning in academic settings.

5:10-6:10PM

What About Chemistry? Supports for Students' Participation in General Education Academic Lessons  
Meeting Room 18  
Inclusive Education  
Cheryl Jorgensen

This session will describe how to think about and examples of supports for students with significant disabilities to participate in general education academic instruction that is linked to the Common Core State Standards. Real examples from elementary and high school will be shared and participants will have access to blank planning forms so they can customize them for their students and schools.

5:10-6:10PM

Effects of Video Modeling on Young Children With Disabilities: A Research Synthesis

Mount Vernon Square A

Inclusive Education

Positive Behavior Supports

Conrad Oh-Young, Kathleen Scarlett O'Hara, Maryssa Kucskar, Delilah Krasch, Christine Baxter, John Filler

The purpose is to present the findings of a meta-analysis on the effects of video modeling on young children with disabilities as published in the literature from 1990-2013. Descriptions of what video modeling is, the types of video modeling, how video modeling has been used with young children with disabilities, and calculations of the effects of those interventions will be presented.

FRIDAY CONCURRENT PRESENTATIONS.

DECEMBER 5, 2014

08:00-9:00AM

Sean Will Never Work!

Meeting Room 2

Employment

Transition

Renee Bullano, Lisa Holland, Mary Anne Huband,  
Sean Ryan, Liz Leonard

Sean's teachers told his parents he would need intensive supports his entire life. Paid integrated employment was out of the question. Through Discovery and Customized Employment, Sean's team got to know him through the lens of what he could do. A job was negotiated with a big name employer. Sean was the center of the process, every step of the way. Sean is the Future!

08:00-9:00AM

Self Determination with Universal Design-Preparing  
Youth for Their Future

Meeting Room 3

Employment

Inclusive Education

Chad Bouchard, Jackie Edwards

In this presentation, CBI Consultants will demonstrate Self-Determination instruction with an inclusive employment focus. Self-Determination increases successful transition to employment and positively impacts participants' other life domains. We will highlight our research and the successful outcomes in Self-Determination instruction from a number of pilot



projects using innovative approaches and universal design.

08:00-9:00AM

Pathway to Employment: Helping ELL Youth with disabilities for Employment

Meeting Room 4

Diversity & Cultural Competency

Transition

Pavan Antony ,Ginger Kwan

This session will report on the experiences of 20 ELL youth with disabilities who successfully completed a job readiness program in the west coast. The youth participated in school computer classes, job skill building classes, field trips and case management. There were four families Support Specialists, influential in Vietnamese, Spanish, Chinese and Somali cultures that actively helped in this initiative making it culturally meaningful.

08:00-9:00AM

Students with disabilities partnering with technology companies to develop accessible educational technology

Meeting Room 5

Advocacy

## Inclusive Education

Scott Kupferman, Wilson Buswell

This presentation will share the results of a unique yearlong partnership between four large technology companies and a group of 28 high school students with disabilities who worked side-by-side during the technology development process to ensure that the end products (educational hardware and software) be accessible. Experiences of both students and engineers who participated in this partnership will be shared through a qualitative lens.

08:00-9:00AM

Successful Transition For Young Adults with Autism

Meeting Room 6

Transition

Lawana Jones

It takes courage initiative and out of box creative thinking for families with young adults with Autism to successfully help them to transition to Adulthood. Session will share personal story of young mom and her use of collaborative planning and relationships to create fully inclusive and greater quality of life for her daughter and founded an Autism Human Service Agency in the process.

08:00-9:00AM

Supplementing Tier 3 Behavior Interventions with Yoga Program

Meeting Room 7

Positive Behavior Supports

Transition

Sujata Norman

This presentation elaborates on the benefits of yoga as a behavior interventions part of positive behavior intervention support for students with Emotional Behavior Disorder. Researchers have been looking for effective preventive interventions that could be much preferred. Yoga has been found to be an effective complementary therapy to promote well-being and reduce many of the factors related to physiological and psychological disorders.

08:00-9:00AM

Supports for Inclusion: Instructional Resources for Students who take the Alternate Assessment

Meeting Room 8

Inclusive Education

Communication

Ricki Sabia, Karen Guettler

The National Center and State Collaborative will share information about its assessment and curriculum/instructional resources. These resources are free and publicly available in all states to support the implementation of the Common Core State Standards for students with significant cognitive disabilities. They incorporate Universal Design for Learning principles, which promote inclusive education. This information will help participants start changing the future for these students NOW.

08:00-9:00AM

Ten year commitment to full inclusion

Meeting Room 9

Inclusive Education

Human Rights

Sherry Mulholland, Chris Eaves

A charter middle school shares its ten year commitment to full inclusion. General and special education teachers will discuss the strategies, procedures, and systems that have been put into practice in order to provide quality inclusive practices, including: a school-wide focus on social justice, rigor and high expectations for all students, co-teaching, planning and assessing, continuous professional development, and dedicated teaming time.

08:00-9:00AM

The Engagement Gap of Youth with Disabilities

Meeting Room 10

Inclusive Education

Transition

Mary Ann Gorman

This synthesis of literature on youth engagement (a) identifies differences across the literature in the focus and conceptualization of engagement for all youth and for youth with disabilities, and (b) proposes directions for future research to ensure that youth with disabilities are afforded greater opportunities to have access to opportunities to achieve higher levels of engagement such as civic engagement and organized youth action.

08:00-9:00AM

The Future of Inclusive Education: Using Project Based Learning Method for Empowerment

Meeting Room 11

Advocacy

Inclusive Education

Anthony Rodriguez

Project Based Learning (PBL) is the ultimate method for identifying and employing unique strengths within

students with Developmental Disabilities in the general education environment. PBL mandates full inclusion, collaboration, problem solving and advocacy through investigation into a topic they care about. Students advocate their program of study and control what CCSS standards, building a sense of self-determination on the path to empowerment in education.

08:00-9:00AM

Special Education in Our Schools Viewed Through an Inclusive Cultural Lens

Meeting Room 12

Diversity & Cultural Competency

Inclusive Education

Ashleigh Molloy, Lindsey Molloy

Schools must view the community through an inclusive cultural lens that promotes different abilities holistically. Educators will be empowered through the insights of cultural brokering. Curriculum implementation practices will be examined to ensure that student materials support the mission of a socially just and welcoming learning environment.

08:00-9:00AM

iPad for communication: iPad app training for the development of independent typing

Meeting Room 13

Communication

Communication

Eun Young Jung, Casey Reutemann, Katherine Vroman, Katie Nichiporuk

This paper presents a case study of training on the use of iPad apps for people with disabilities to develop their independent communication skills. After observation of six weeks training, we have concluded that the use of iPad apps is effective to simplify certain elements and processes of independent typing skills, and therefore, it has become an easy and accessible tool for assessment and practice.

08:00-9:00AM

Supporting Adults with high functioning ASD to Be Successful in Their Communities

Meeting Room 14

Advocacy

Community Living

Anne Vernon, Linda Ricci

Research regarding Autism Spectrum Disorders has focused historically on children. With present estimates saying 1 in every 88 individuals is on the Spectrum we need to focus more discussion and research on adults

with high functioning ASD. This Talk will focus on to help this population of amazing adults to be successful as independent adults!

08:00-9:00AM

Successful employment: How Local American Job Centers (AJCs) Can Help

Meeting Room 15

Employment

Community Living

Rebecca Salon, Elizabeth Jennings

This interactive panel will discuss the many supports and services that are available to people with disabilities from American Job Centers (AJCs) and their partners. AJCs and the LEAD Center work to improve competitive integrated employment and economic self-sufficiency for people with disabilities. Learn about how AJCs, located in every community, work to improve employment outcomes for people with disabilities.

08:00-9:00AM

Diversity, Identity and Connection: How They Make Us Powerful

Meeting Room 16

Diversity & Cultural Competency



## Community Living

Alison Whyte, Beth Gibbons, Mathew McCollough

Being a member of a diverse community, with access to peers and role models, is a powerful experience that allows individuals to develop a strong sense of identity and ultimately reach their potential. During this session, the presenters will share their own experiences and participants will have an opportunity to explore why disability is a critical aspect of their own identities.

08:00-9:00AM

Creating Your Own Accessible Text to Support  
Individuals with Intellectual Disabilities

Meeting Room 17

Inclusive Education

Communication

Melissa Ainsworth, Marci Kinas-Jerome, Alex Britt

In this presentation learn how to plan, create and write a content focused foundational text for a unit of study using authoring software, and how to create easily differentiated extension activities using technology. Creating age and developmentally appropriate text to use for students with intellectual disabilities is often necessary as readily available texts that meet the needs of these students are hard to find.

08:00-9:00AM

The Role of Transition Services: Raising Expectations for Students with Intellectual Disability- Moved to this NEW time.

Meeting Room 18

Transition

Advocacy

Kelly Kelley, Karen Diegelmann

The NCCDD grant initiative “Learning & Earning After High School: The Role of Transition Services in Raising Expectations and Attitudes for Students with Intellectual Disabilities”, examined post-school expectations and attitudes, identified barriers within school districts, and developed a web-based tool for effective secondary transition using videos, teacher training, and access to resources to improve post-school opportunities for individuals with intellectual disabilities.

08:00-9:00AM

Seeking Healthier Lives via Person Centered Planning, Self-Determination, and Medicaid

Meeting Room 19

Community Living

Advocacy

Nicholas Gammicchia, Andrew Gammicchia, Carolyn Gammicchia

This session will provide attendees an overview on seeking options for overall wellness for persons with disabilities and ensuring access to choice options. Often individuals are denied good, quality medical care due to misunderstanding about restrictions under Medicaid guidelines. However in the true spirit of choice, Medicaid does provide one choice to seek the care they desire and what will provide them optimum health.

08:00-9:00AM

Narrating Behavior: Deconstructing the Translation and Mentoring Practices for Emerging Teachers

Penn Quarter

Positive Behavior Supports

Inclusive Education

Christine Ashby, Carrie Rood

This session discusses the approaches and methods that secondary educators enact to support preservice teachers understanding of “challenging” behavior. It examines the ways these educators challenge dominant discourses about behavior and how supporting behavior gets translated to emerging

teachers that they are mentoring, particularly examining how they adopt, refine, and challenge practices that typically narrate behavior within secondary urban schools.

08:00-9:00AM

One School's Process of Providing Access to the General Education Curriculum

Mount Vernon Square B

Inclusive Education

Human Rights

Amy Olson

This presentation will detail a case study on how multiple educational personnel in one middle school provide students with significant disabilities access to the general education curriculum. Barriers faced and how education personnel have worked to overcome these barriers will be described. This presentation aligns with the conference theme by examining equity, opportunity, and inclusion in one exemplary middle school.

9:10-10:10AM

The Movement Perspective: Taking neuroscientific research into practice on the autism spectrum

Meeting Room 2

Human Rights  
Positive Behavior Supports  
Pat Amos

Neuroscience research is undermining the long-standing master narrative which viewed autism as a “top-down” or brain-based disability involving puzzling, asocial behavior. To correct this picture, we must explore movement and perception as adaptations to challenges in the peripheral nervous system. This session engages in knowledge translation, using the examples and words of self-advocates to create a more powerful, inclusive narrative that can “be the future.”

9:10-10:10AM

Transition to Post Secondary Education: Review of the First Cohort Outcomes

Meeting Room 3

Transition

Inclusive Education

Domenico Cavaiuolo, Brian Berry

The presentation will highlight the results of the first cohort of students completing a post secondary education transition program on a college campus. The Career Independent Living and Learning Studies (CILLS) program at East Stroudsburg University. The

presentation will discuss their experiences including off campus housing and learning from their peers without disabilities through their participation in the campus social life.

9:10-10:10AM

Trends and Outcomes for College Students with Intellectual Disabilities

Meeting Room 4

Inclusive Education

Transition

Debra Hart, Cate Weir, Meg Grigal

Think College, the National Coordinating Center for the Transition and Postsecondary Education Programs for Students with Intellectual Disability (TPSID) has collected three years of data from 27 model demonstration projects through its comprehensive evaluation system. This session will share key data points and what is emerging in terms of promising practices and student outcomes.

9:10-10:10AM

Universal Design for Learning PLUS: Curriculum & Instruction that Accommodates ALL Learners

Meeting Room 5

Inclusive Education

Cheryl Jorgensen

Universal Design for Learning is NOW! but it is not clear how UDL instruction can accommodate students with significant disabilities. This session will present a process and form for planning accessible, culturally competent general education units that accommodate the wide range of student diversity. The "PLUS" part of the presentation will demonstrate the supports that may be needed by students with the most significant disabilities.

9:10-10:10AM

Using SM to reduce off-task behavior of students with EBD: Literature Review

Meeting Room 6

Inclusive Education

Transition

Oluwole Ilesanmi

Students with EBD display off-task and disruptive behaviors. These behaviors result in removal from classrooms and poor academic and social growth due to limited exposure to academic materials. This literature review examined self-monitoring intervention as a tool for addressing off task behavior of students with EBD. Findings from the studies showed that self-

monitoring intervention decreased off task behaviors of students with EBD.

9:10-10:10AM

Which Road to Take: The Transitional Process for Students With ASD

Meeting Room 7

Transition

Employment

John Miller

Adults with high-functioning face many obstacles to establishing stability and independence in their lives. Drawing on his own experiences the presenter will explore what skills and strategies are needed for a successful transition to adulthood for individuals with high-functioning autism. The presentation will be wide ranging, examining education, employment, finding and keeping a job, making friends, relationships and managing finances.

9:10-10:10AM

You cannot afford not to understand me: ADHD as difference, not disability

Meeting Room 8

Diversity & Cultural Competency

Human Rights



Lucia Guarino, Whitney Rapp

Support for children with ADHD/ADD has grown in recent years in an effort to help them become more planful, organized and focused, like their logical-sequential peers. Personal experiences are shared to challenge this as a goal worth pursuing and to illustrate the harm that results from attempts to replace perceived weaknesses and disability with socially-constructed strengths. Ways to celebrate and nurture all minds are shared.

9:10-10:10AM

Preparing Future Leaders: Promoting Prosocial Behaviors and Preventing Challenging Behaviors with Preschoolers

Meeting Room 9

Positive Behavior Supports

Inclusive Education

Kathleen O'Hara, Delilah Krasch, Conrad Oh Young, Maryssa Kucskar

The purpose of this presentation is to teach practitioners in the field of early childhood how to create meaningful and engaging learning environments using Positive Behavioral Supports. Our children are the future leaders and teaching Positive Behavior

Supports as early as preschool will not only benefit them, but also society as they will be better prepared to live independent successful lives.

9:10-10:10AM

25 Years of Self-Advocacy: the Past, Present, and Future of Project ACTION!

Meeting Room 10

Advocacy

Diversity & Cultural Competency

Bernard Crawford, Germaine Payne, Ricardo

Thornton, Thomas Mangrum, Phyllis Holton, Rebecca Salon

Project ACTION! celebrated its 25th anniversary this year. Its history is rich and thrilling. Hear personal stories from its members about how Project ACTION! has impacted their lives, how they work together to promote advocacy for all people with disabilities, and about their shared hopes for the coalition's future.

9:10-10:10AM

Pre-service Teachers as Advocates of Social Inclusion of Individuals with Intellectual Disabilities

Meeting Room 11

Inclusive Education

Advocacy

Joseph Cosgriff

Using action research techniques with rural teacher candidates, I address their motivation to become effective advocates for individuals with intellectual disabilities in the school and in the community. I examine the kinds of preparation they find most effective for increasing their ability and confidence in advocacy for individuals with ID.

9:10-10:10AM

Institution to Community: A Collaborative Journey Home

Meeting Room 12

Community Living

Human Rights

David Morstad, Gretchen Block, Amy Olszewski

The Watertown, Wisconsin campus of Bethesda Lutheran Communities existed as a large, institutional setting for over 100 years. Throughout 2014, the remaining individuals have moved into the community. The presentation highlights the positive collaborative process involving the organization, the individuals served, families, funding agencies, state regulatory agencies and city officials, resulting in a transition

model that could be used effectively by others in the future.

9:10-10:10AM

“I can’t believe you said that!”: Talking back to Disability Oppression

Meeting Room 13

Diversity & Cultural Competency

Advocacy

Although many people recognize disability oppression when we hear it, we still may struggle with what to say or do in response. Sometimes we are too overwhelmed by anger or surprise to formulate thoughtful, educative responses. In this session we will develop skills in standing up for ourselves and teaching our allies to be upstanders as well. Our future demands better skills in this area.

9:10-10:10AM

Human Rights Advocacy of Children: Passing Legislation on Restraint & Seclusion

Meeting Room 14

Human Rights Advocacy of Children: Passing Legislation on Restraint & Seclusion

Advocacy

Jennifer Bertrand

## How to/Instruction

9:10-10:10AM

Retrospection and Recommendations for Reducing  
Unnecessary Restraint & Seclusion

Meeting Room 15

Advocacy

Human Rights

Joanne Eichinger, Adam Moore, Jennifer Connolly, Wil  
Beaudoin

Unnecessary restraint and seclusion are frequently used on students with severe disabilities. This session will examine the changes in federal legislation regarding educating students with challenging behaviors and describe several practical recommendations to reduce unnecessary restraint and seclusion. An emphasis will be placed on family involvement and collaboration using a team problem-solving model.

9:10-10:10AM

Creating community: How to create accessible and  
inclusive opportunities

Meeting Room 16

Community Living

## Advocacy

Melissa Ainsworth, Caroline Ainsworth

Learn how to create community opportunities that are designed to meet the needs of an inclusive community. By putting the needs of those with the most significant disabilities at the foundation of the activity and building upon that, it is possible to create opportunities which truly include individuals with disabilities as equal members of the community.

9:10-10:10AM

Implementing Student-led IEPs in the District of Columbia

Meeting Room 17

Advocacy

Transition

Sarah Grime, Leila Peterson, Nate Dearden, Linda Brown

Explore student-led Individualized Education Programs (IEPs) in the District of Columbia as a strategy to improve equity, opportunity, and inclusion by equipping students with critical self-advocacy skills to lead the planning of their futures. OSSE's Division of Specialized Education will share a film, toolkit, and other resources. This session will specifically focus on

how to include students who are non-verbal or have more significant disabilities.

9:10-10:10AM

I Am Strong

Meeting Room 18

Community Living

Human Rights

Jack Brandt, Molly Dellinger-Wray

I Am Strong is a training for people with disabilities where they will learn about healthy relationships and how to keep themselves safe. Everyone is important and has the right to information to assist them in making choices. This is an interactive session with co-trainers that engages people with disabilities to discuss aspects of healthy relationships.

9:10-10:10AM

Optimized Inclusive Practices: State-wide Technical Assistance Project

Meeting Room 19

Inclusive Education

Deborah Taub, Jeannine Brinkley, Marcia Thomas, Jim Palmerio

Pennsylvania piloted a state-wide project focused on inclusive educational practices for students with the most complex needs. The project was reviewed, revised and refined with an expert panel. The Optimized Inclusive Practices Framework describes eight dimensions of optimized inclusive practices. The emphasis is to provide cohesive professional development leading to sustainable state-wide implementation of inclusive practices. Come share lessons learned and ideas for moving forward.

9:10-10:10AM

Preparing Teachers with Expertise in Severe Disabilities: What Works for Non-Traditional Learners?

Penn Quarter

Inclusive Education

Stacy Dymond, Yvonne Carey

Non-traditional learners are older than most typical university students, participate part-time, and simultaneously work while attending school and balancing family responsibilities. In this session, we will share data about what facilitated and hindered participation of non-traditional learners in our graduate level teacher preparation program in severe disabilities and seek to stimulate discussion surrounding issues of



preparing non-traditional urban teachers with advanced degrees in severe disabilities.

9:10-10:10AM

Peer supports for all: A school-wide peer supports program to promote inclusion

Mount Vernon Square B

Inclusive Education

Diversity & Cultural Competency

April Register

This presentation will outline three phases of a school-wide peer supports program in three Missouri public high schools. The collaborative project aims to increase meaningful relationships and academic outcomes for all students with and without disabilities who participate. The project includes a required course for all students at the school, peer supports matching, and student leadership opportunities. Preliminary data will be shared.

10:20-11:20AM

What? I'm Not the Center of the Universe?!??

Meeting Room 2

Inclusive Education

Advocacy

Jodi Grubb, Holly McClure, Susan Pogoloff, Rose Matuszny

This presentation's theme is "seeing the world through someone else's lens". It features an Exceptional Children's program in rural North Carolina sharing a vision of how none of us can become all we are meant to be unless everyone's included. An annual community-wide inclusive musical is highlighted, as well as specific ways the Smartboard and other technology can be used to level the playing field.

10:20-11:20AM

What supports the collaborative practices of new teachers in inclusive settings?

Meeting Room 3

Inclusive Education

Diversity & Cultural Competency

Sarah Billeter, Judy Robins

This presentation will begin with an overview of what we have learned from our research on collaborative practices of our graduates. It will feature a co-teaching partnership, one a graduate of our program and one a long time teacher in the field. They will describe their collaborative practice, the impact on students and

themselves as teachers, and what administrators have done to support them.

10:20-11:20AM

Vocational Rehabilitation: The Sleeping Giant

Meeting Room 4

Employment

Community Living

Jonathan Martinis, Steven Powe, Vijay D'Souza

Vocational Rehabilitation, which provides services and supports people with disabilities need to become and stay employed, has incredible but largely untapped potential to help people with disabilities be their future. This presentation will focus on "nontraditional" services available under vocational rehabilitation, like support for education, training, technology and therapies that can help people reach their maximum employment potential.

10:20-11:20AM

Using Narratives by Individuals with Autism to Develop Strategies for Writing Tutors

Meeting Room 5

Inclusive Education

Communication

Caitlin Caron

Writing center scholarship on working with students who have been labeled on the autism spectrum is relatively sparse and existing literature does not include the voices of individuals with autism. This presentation uses first-person narratives of individuals with autism to provide writing tutors with practical instructional strategies for working with college students on the autism spectrum in the writing center.

10:20-11:20AM

Transcending Worlds: a Retrospective of a Professional Who Is Also a Self-Advocate

Meeting Room 6

Advocacy

Community Living

Suzanne Erb

In this presentation, Suzanne Erb will discuss her view as a person who is Blind, and who has supported people with many specific life challenges and disabilities, across several different systems. Using personal anecdotes, she will discuss the importance of having cultural competence across various disability cultures, in order to ensure that the people we support have the opportunity to be engaged in our communities.

10:20-11:20AM

Toys for Inclusion: Collaborative Human-Centered Design

Meeting Room 7

Inclusive Education

Diversity & Cultural Competency

Maeve Jopson, Cynthia Poon, Brendan Foley, Robert Fricklas

Increment creates accessible, inclusive toys through collaborative human-centered design. The O-Rings are full-body sensory learning toys that were developed to meet the needs of a student with vision and motor impairments while encouraging diverse social interaction. They stimulate tactile and spatial development, benefiting and engaging both children with and without disabilities. Through collaborative design, we can bring inclusion to the heart of the toy market.

10:20-11:20AM

To Disclose or Not to Disclose?: Making Decisions Based on Informed Choice

Meeting Room 8

Transition

Advocacy

Jennifer Thomas

As youth leave school where they are “entitled” to accommodations and enter work or other post-secondary settings where they are “eligible” for accommodations, they must make important decisions about if, when, and how to disclose their disability. Participants will learn best practices from “The 411 on Disability Disclosure”, a hands-on workbook for youth as they make informed decisions about disclosing their disability.

10:20-11:20AM

Access to General Education Contexts and Student Outcomes: Does Policy Matter?

Meeting Room 9

Inclusive Education

Advocacy

Meghan Cosier, Julia White

This session presents findings from a study of state funding schemes and policies around evaluation, identification, and placement, and their relationships to highly inclusive states with positive outcomes for students with disabilities and highly segregated states and poor outcomes for students with disabilities.

10:20-11:20AM

Korean Immigrant Parents' Expectations about Post-school Outcomes for Children with Severe Disabilities

Meeting Room 10

Transition

Diversity & Cultural Competency

Hyun Ju Kang

This qualitative case study investigated Korean immigrant parents' hopes, barriers, and concerns about their adolescent children's transition to adulthood.

Three Korean immigrant parents of adolescents with severe disabilities participated in this study. An in-depth, semi-structured phone interview was conducted with each parent. Three themes emerged from the data analysis: (a) visions for the future, (b) barriers to post-school outcomes, and (c) concerns for the future.

10:20-11:20AM

Getting an Accurate Present Level of Performance by Finding "Splinter Skills"

Meeting Room 11

Inclusive Education

Advocacy

Dennis Campbell, AmySue Reilly

Are we providing a realistic representation of all “the skills sets” that students have beyond the traditional “ceiling” of assessments? A more precise report of an individual’s “set of skills” as well as “splinter skills” would provide more accurate information for developing an effective program plan based on one’s “true skills sets”. Data from multi-year study is used to answer these questions.

10:20-11:20AM

Missing Pieces Project: Autism From My Perspective  
Meeting Room 12

Advocacy

Diversity & Cultural Competency

Donald Washington

The Missing Pieces Project is my autism awareness initiative that bridges art and social media. The missing pieces signify something absent in life. We are human, we have something to say, but most importantly, we ALL have missing pieces.

10:20-11:20AM

Free/Low-Cost Assistive Technologies for School,  
Community, and Social Access

Meeting Room 13

Inclusive Education



## Community Living

Diana Lawrence-Brown

School, community, and social inclusion are increasingly tied to access to electronic materials, social media, and other cloud-based services. Access for people with significant disabilities and other diverse populations is often hindered by both financial barriers and those related to reading and creating text. Free/low-cost assistive technologies are increasingly available, yet vastly underutilized in schools and in communities by those who would benefit the most.

10:20-11:20AM

Interdependent Community Inclusion

Meeting Room 14

Community Living

Employment

Sean Plomann, Shari Lynne Denton

This presentation will offer an argument and solutions in favor of people with disabilities transitioning from nursing homes to interdependent, community living experiences. Public/mass transit needs to be accessible to all PWDs to manage a secure, inclusive, community-based lifestyle without dependence on intermediary agencies. Accessible/affordable housing

is interconnected with accessible transportation in the real lives of people with disabilities, especially to gain/maintain employment.

10:20-11:20AM

Social Media Strategy, Focused Initiatives, and the Disability Community

Meeting Room 15

Communication

Advocacy

Day Al-Mohamed, Patrick Cokley, Maria Town, Renee Brown

As we move toward the future, having a well designed social media campaign is critical for any organizational venture's success. Using five specific social media campaigns, we will parse what are successful strategies from these examples as well as examine what challenges and difficulties occurred and how to mitigate them when crafting social media initiatives to support, engage, and advocate for the disability community.

10:20-11:20AM

Ask Us About Inclusion!

Meeting Room 16

Advocacy

## Inclusive Education

Jody Marie Bartz

As a formal student chapter of TASH, the panel of student leaders from Northern Arizona University in Flagstaff, Arizona will present (a) their 'story' of why they joined TASH@NAU, (b) their experiences and 'shift' in thinking regarding inclusive practices, and (c) their future plans for building an inclusive community on and off campus.

10:20-11:20AM

Parents and educators as allies for inclusion in kindergarten and beyond

Meeting Room 17

Inclusive Education

Advocacy

Ruth Falco, Abigail Braithwaite, Angela Jarvis-Holland

Transition to kindergarten forms critical bridges to inclusive education for children with extensive support needs, a population facing high rates of segregation across the country. We will present findings from interviews and surveys of parents and educators regarding this transition and inclusion in kindergarten. We will discuss NWDSA's model that prepared parents

as advocates and efforts to prepare educators as allies in this transition.

10:20-11:20AM

The Broker Model: Allowing Families to be Families  
Meeting Room 18

Advocacy

Community Living

Cindy de Bruijn, Vickie Mancini, Oxanna Lozowy

Family members who are the primary support for individuals often facilitate tasks such as human resources and payroll and this time and energy commitment takes away from being a family and leads to caregiver burnout. Families can also find it challenging to objectively look at situations, leading to unintentional barriers to inclusion. The broker model delegates these tasks and helps families be families again.

10:20-11:20AM

Building the Foundation for Compassionate Support  
with a Culture of Gentleness

Meeting Room 19

Positive Behavior Supports

Community Living

Sheldon Schwitek

This presentation will provide an overview of how The Center for Positive Living Supports is using training and mentoring to support caregivers in developing relationships with those they serve. With an underlying focus on principles that nurture compassionate caregiving, participants will see how a Culture of Gentleness has been able to transform their lives and the lives of the others.

10:20-11:20AM

Inclusion: The Henry Frost Story

Penn Quarter

Inclusive Education

Advocacy

Henry Frost, Lauri Hunt

This is the Story of Henry Frost, his fight for inclusion in his neighborhood school and what he has learned about ableism, inclusion, and himself. This talk invites community perspectives on inclusion for older children, the present dysfunction in IDEA as opposed to its intended purpose, and encourages families to view their older children as participatory advocates and stakeholders in their own educational futures.

10:20-11:20AM

Implementation of the Home Care Final Rule  
Mount Vernon Square B  
Community Living  
Employment  
Joe Wykowski, Laura Fortman, Michael  
Hancock, Jennifer Brand

Labor officials will discuss the Department's approach to implementation of the Final Rule, the timeline for implementation, and the Department's guidance on joint employment.

11:30-12:30PM

Thematic Units to Teach Students with Disabilities  
Academics Connected to the CCSS

Meeting Room 2

Thematic Units to Teach Students with Disabilities  
Academics Connected to the CCSS

Thematic Units to Teach Students with Disabilities  
Academics Connected to the CCSS

Glenda Hyer, Karena Cooper-Duffy

Thematic Units to Teach Students with Disabilities  
Academics Connected to the CCSS

11:30-12:30PM

# Effects of Video Modeling on Young Children With Disabilities: A Research Synthesis

Meeting Room 3

Inclusive Education

Positive Behavior Supports

Conrad Oh-Young, Kathleen Scarlett O'Hara, Maryssa Kucskar, Delilah Krasch, Christine Baxter, John Filler

The purpose is to present the findings of a meta-analysis on the effects of video modeling on young children with disabilities as published in the literature from 1990-2013. Descriptions of what video modeling is, the types of video modeling, how video modeling has been used with young children with disabilities, and calculations of the effects of those interventions will be presented.

11:30-12:30PM

Family Support Program: Peer Support for Families with Children with Developmental Disabilities

Meeting Room 4

Advocacy

Inclusive Education

Denise Gould, Heather Lytle

Family member and F.A.C.T. Executive Director, Denise Gould, will describe F.A.C.T.'s Family Support

Program which uses an evidence-based, family driven, peer-to-peer service model to support families in their homes and in the community. Participants will learn the value of peer to peer support, what it means to be strength-based and family-driven, and how to use strength-based language.

11:30-12:30PM

Eliminating Section 14(c): Collaborating toward a Future of Equal Wage Protections

Meeting Room 5

Employment

Advocacy

Rose Sloan, Anil Lewis

Under Section 14(c) of the Fair Labor Standards Act, workers with disabilities can be legally paid subminimum wages. This discriminatory provision prohibits us from achieving the equity, opportunity and inclusion we deserve in the workplace. After a brief presentation about the history and recent legislative advocacy around the subminimum wage provision, an interactive discussion will be facilitated to brainstorm strategies to repeal Section 14(c).

11:30-12:30PM



## Evidence and Experience Based Practice for Inclusive Teaching: Seeking a Workable Definition

Meeting Room 6

Inclusive Education

Advocacy

Judy Bentley, Kimberly Rombach

Presenters will share preliminary research findings and experiences from a process of enhancing college course syllabi with evidence-based, inclusive practices for elementary classrooms. We reveal lessons learned from analyzing different definitions of evidence-based practices, and the associated implications of each, for new generations of teachers and teacher educators, as we educate and advocate for fully inclusive schools.

11:30-12:30PM

Reading Comprehension Strategies to Support Learners with Autism in the Inclusive Classroom

Meeting Room 7

Inclusive Education

Communication

Amy Accardo

Participants will be supported through defining evidence-based practices (EBPs), and locating EBPs using accessible on-line clearinghouses. An emphasis

will be placed on effective strategies for teaching reading comprehension. Participants will take-away practical strategies they can use immediately to support learners in the area of reading comprehension leading to increased future success in inclusive educational settings.

11:30-12:30PM

Inclusive School Settings for Students with Autism

Meeting Room 8

Inclusive Education

Positive Behavior Supports

Rebecca Mullican

Children with autism are becoming a high percent of the caseload for special educators in the public schools. To meet the diverse needs of this group, we must be ready to accommodate and modify for children on the spectrum in the general education classroom. What does that look like? How does that work? Come to this presentation and find out!

11:30-12:30PM

NeuroDivergent Empowerment: Lifestyles and Cultures

Meeting Room 9

Diversity & Cultural Competency

Community Living

Kerima Cevik, Elizabeth "Ibby" Grace, Corbett Joan OToole, Tia Nelis, Bridget Allen,

Many NeuroDivergent people and their families are not represented in mainstream stories and images. This workshop brings people with different disabilities, levels of impairment, and lifestyles together to discuss how empowerment works in different communities. The future of advocacy work depends on broadening our organizations and prioritizing underrepresented groups.

11:30-12:30PM

“The Path of Equality:” Supporting High School Students with Complex Communication Needs

Meeting Room 10

Inclusive Education

Communication

Casey Reutemann, Christy Ashby

This study utilizes video data, observations and qualitative interviewing to explore the experiences of three adolescent students who use AAC and the supports in place around them at one inclusive highschool. The project privileges, and focuses on how the school honors, the voices of those students as contributors to the construction of the spaces they

enter and ways in which their active participation is supported.

11:30-12:30PM

Planning for Access and Independence: Technology and Supports for Text Comprehension

Meeting Room 11

Inclusive Education

Diversity & Cultural Competency

Diane Browder, Caryn Allison, Jenny Root

This presentation will describe strategies for teaching text comprehension through systematic instruction which promote independence and utilize barrier-free technology, giving practitioners skills in providing general curriculum access to students with moderate/severe disabilities that translates across content areas and grade levels. Presenters will share findings from two studies which taught comprehension of grade-aligned texts. Video examples, social validity testimonials, and implications for generalization will be shared.

11:30-12:30PM

Cultures, Beliefs, and Customs from Around the World: Improving Family-Professional Relationships

Meeting Room 12

## Diversity & Cultural Competency

### Communication

Sookyung Shin, Riah Joo, Sayaka Omori, Ginger Kwan

The United States is one of the most culturally and linguistically diverse (CLD) countries in the world. With the growing diversity of the classroom, it is important for professionals to develop an awareness and understanding of cultural values in reaching out to CLD students and families. This presentation will introduce and explain how cultures, beliefs, and customs from around the world can impact family-professional relationships.

11:30-12:30PM

Preparing Teachers for Inclusion: An Overview of  
Teacher Education Programs

Meeting Room 15

Inclusive Education

Advocacy

David Westling, Wolfgang Plaute

Teachers can “be the future” of inclusion, but they must be prepared. Many education programs today prepare teachers for dual licensure in general and special education so that they can teach all students in inclusive classrooms. This presentation will provide an

overview of this trend and offer an in-depth look at two inclusive teacher education programs, one in North Carolina and one in Salzburg, Austria.

11:30-12:30PM

Administrators' Expectations of Expertise Among Teachers of Students with Severe Disabilities

Meeting Room 16

Inclusive Education

Andrea Rupp, Carly Roberts, Amy Jo Olson

In this study, we interviewed district administrators responsible for evaluating teachers of students with severe disabilities from nine school districts. We will compare our findings to current frameworks for teacher expertise, including a recent study examining faculty members' definitions of expertise among teachers of students with severe disabilities.

11:30-12:30PM

Emergent Literacy Skill Generalization On An iPad® For Students With Developmental Disabilities

Meeting Room 17

Inclusive Education

Communication

Amy Kemp-Inman, Fred Spooner, Leah Wood, Luann Pavlu

Students with developmental disabilities may need extra support to access and generalize content aligned to the general curriculum. This study used a single-case multiple probe across participants design to investigate the effects of systematic instruction and multiple exemplar training on generalization of emergent literacy skills to and comprehension of adapted, grade aligned chapter books delivered through an iPad2® for elementary-aged students with severe disabilities.

11:30-12:30PM

Longitudinal Study on Independent Living Skills for Postsecondary Students with Intellectual Disabilities.

Meeting Room 18

Transition

Community Living

Jugnu Agrawal, Catherine Creighton Thompson, David Lojkovic, Michael Frye, Heidi Graff,

Due to increasing numbers of students with intellectual and developmental disabilities enrolling in postsecondary education programs, it is important to examine residential outcomes as gains in this domain facilitate greater levels of independence after graduation. The first three years of data collected as

part of a study on independent living skills/residential outcomes will be presented. The SIB-R was used to facilitate progress monitoring for students.

11:30-12:30PM

From the Dorm to the Community: Achieving Successful Inclusion After College

Meeting Room 19

Community Living

Inclusive Education

Kelly Kelley, Becky Garland, David Maennle, David Westling

Many post-secondary education (PSE) programs for students with intellectual disabilities (ID) have recently emerged. However, few follow-up cases have been reported on the outcomes of these programs. This presentation will discuss how a PSE program and family collaboration led to the successful transition of a young man with ID back to an inclusive life in his rural community, allowing him to “be the future.”

11:30-12:30PM

ADHD Discourse in Special Education Textbooks

Penn Quarter

Inclusive Education

Justin Freedman



I examine the discourse on Attention Deficit Hyperactivity Disorder (ADHD) in four special education textbooks used in teacher education programs. My analysis reveals that ADHD discourse in textbooks is overwhelming medicalized; ADHD is characterized solely as a medical problem independent of social/cultural contexts. I argue that the current discourse is likely to discourage teachers from developing inclusive communities that value children with these labels.

11:30-12:30PM

Accessible Information: Self-Advocacy Online

Mount Vernon Square A

Communication

Advocacy

Jerry Smith, John Smith, Barb Coppens

Self-Advocacy Online (SAO) is an educational and networking website for persons with intellectual and developmental disabilities. SAO translates important issues for persons with intellectual and related cognitive disabilities to understandable and entertaining interactive lessons and information while connecting individuals and groups to a larger group of learners.

11:30-12:30PM

Supports provided to students with severe disabilities in inclusive classrooms

Mount Vernon Square B

Inclusive Education

Advocacy

Jennifer Kurth, Kristin Lyon, Karrie Shogren

As part of The Schoolwide Integrated Framework for Transformation (SWIFT) Center, six schools were identified as Knowledge Development Sites for having exemplary practices in place for inclusion of all students. This presentation will summarize an observational study of how these schools included and supported K-8 students with the most significant support needs. Participants in this session will review identified best practices.

12:40-1:40PM

The True Colors of My Life

Meeting Room 2

Inclusive Education

Community Living

Carrie Bergeron

Carrie shares her life experiences including Early Intervention @ 6 weeks old up to present day Self-

Determination and Self-Advocacy @ thirty-eight years old. Issues specific to Down syndrome are covered. Her presentation is highlighted with interpretive signing of songs and a Zumba routine. Her passion is to spread the awareness that those with disabilities are "more alike than different".

12:40-1:40PM

The Future of Teacher Evaluation: Supporting All Teachers in Inclusive Contexts

Meeting Room 3

Inclusive Education

Deborah Taub, Andrea Ruppert, Jessica McCord, Megan Foster

Many states are turning their attention to teacher evaluation systems to support excellent teaching. However, administrators struggle with how to include teachers of students with the most complex instructional needs within evaluation systems. Widely-used teacher evaluation systems fail to account for best practices in inclusive settings. In this presentation, we propose examples for use with the Danielson and Marzano frameworks that illustrate inclusive teaching practices.

12:40-1:40PM

## The Family Guideposts: It Takes a Family for Successful Youth Transition

Meeting Room 4

Transition

Advocacy

Patricia Gill

The transition to adulthood is a critical time during which youth require support from their families and other caring adults. Many families wish to assist their youth, but are looking for guidance on the resources available and their role as partners. This session will help families understand what youth need as they transition to adulthood and how they can help their youth make informed choices.

12:40-1:40PM

## The Experiences of Culturally and Linguistically Diverse Special Education Advocates

Meeting Room 5

Advocacy

Diversity & Cultural Competency

Samantha Goldman, Meghan Burke

This presentation shares the perceptions of special education advocates from diverse cultural and linguistic backgrounds. Culturally and linguistically diverse

(CLD) graduates of special education advocacy trainings across two states were interviewed about their perceptions of the barriers and supports to advocacy. We present commonalities among their perspectives, as well as differences in their perceptions of barriers and supports across different races, cultures and locations.

12:40-1:40PM

The End of Waiting Lists: It's a Civil Right

Meeting Room 6

Advocacy

Community Living

Mike Oxford, Ian Kuenzi, , , " ,

New federal legislation will create a clear legal right to a home and community services and supports alternative to nursing facilities and institutions.

Administrative complaints and litigation based on the Olmstead decision have resulted in some progress, but these types of resolutions remain difficult, time consuming and cumbersome. It is time to take the next advocacy step and clarify the Olmstead decision under the law.

12:40-1:40PM

Responsive and Purposeful Literacy Instruction

Meeting Room 7  
Inclusive Education  
Amanda Bock

This session will review the findings of a research project that investigated teacher practices during literacy instruction for students with severe disabilities. The findings support a progressive view of literacy instruction that is responsive and purposeful, emphasizing students' cognitive engagement in reading and writing. Specific recommendations will be made to improve literacy instructional practice.

12:40-1:40PM

Teaching inclusion with literature: When teachers and their students linger in text

Meeting Room 8  
Inclusive Education  
Advocacy

Mary Fisher, Will Blackwell, Jennifer Buss, Nancy Kennedy, Elizabeth Pearce, Christy Roberts

Ten professional development participants learned how to recognize ableist frames and stereotypes, and use language study to help readers unpack texts in order to share these skills with their students (Biklen, 2007; Leland, Lewison, & Harste, 2013). Based on teachers'

pre/post assessments of K-16 student talk, these readers “disrupted” their existing commonplace and mistaken beliefs about disability and people with disabilities.

12:40-1:40PM

Teaching Inclusion to Future Special Educators:  
Parent Simulations to Promote Family-Centered  
Practices

Meeting Room 9

Inclusive Education

Advocacy

Adam Moore, Joanne Eichinger, Emily Clapham

Simulations have been used in teacher preparation programs for quite some time. However, use of a real parent of a child with a disability to meet with future special educators in a simulation hasn't been described in previously. This session will include practical information on how a parent of a child with a disability can participate in a simulation to promote inclusion and family-centered practices.

12:40-1:40PM

Teachers' Beliefs about including Secondary Students  
with Complex Health Care Needs

Meeting Room 10

Inclusive Education

Advocacy

Sarah Ballard, Stacy Dymond

Today, students who have complex health care needs and medical technology dependencies are living longer, and have improved access to health care services in their homes, and neighborhood schools. This presentation shares research findings on a study that investigated special education teachers' beliefs about inclusive education for middle and high school students with severe disabilities and complex health care needs.

12:40-1:40PM

Teacher Evaluation and Special Educators: Trends and Issues from the Field

Meeting Room 11

Inclusive Education

Advocacy

Julia White, Kerri O'Shea

challenges and experiences as the State shifts from a teacher evaluation system that used a four-factor student characteristic growth model to a multi factor value-added model. We also examine the impact of teacher evaluation systems on collaboration with



general education teachers and the potential placement of students with disabilities in general education contexts.

12:40-1:40PM

Rocking the Cradle: Progress to ensure the rights of parents with disabilities.

Meeting Room 12

Human Rights

Advocacy

Susan Yuan, Ricardo Thornton

"Rocking the Cradle: Ensuring the Rights of Parents with Disabilities and Their Children," the 2012 report from the National Council on Disability , presented 20 findings with 50 recommendations. In this session, we will present progress on these recommendations and discuss how to move forward through the work of TASH and its members.

12:40-1:40PM

I am My Future: Youth Self-Determination

Meeting Room 13

Advocacy

Transition

Mac McArthur- Fox

A critical marker of success in post-secondary education and beyond is the degree to which individuals with disabilities become a guiding force in their life. Students with various disabilities will demonstrate through video and storytelling their experiences with self-determination. Their ability to understand self-advocacy and set realistic goals have contributed to their success and will change their future.

12:40-1:40PM

Comprehension Strategies for Including Students with Significant Support Needs in Core Content

Meeting Room 14

Inclusive Education

Communication

Emily Sartini, Pamela Mims

The purpose of this presentation will be to share with teachers empirically-based comprehension strategies for students with significant support needs, including autism. Presenters will give examples of how the use of response prompting strategies and visual supports can be used across content areas to promote inclusive practices specific to increasing comprehension.

12:40-1:40PM

# Self-Determined Peer Support for Transition and Employment Success

Meeting Room 15

Transition

Employment

Aaron Baier

Mentors and support systems help guide and motivate us toward our goals. Our peers share experiences that can inspire us to try new opportunities and relieve our fears about those opportunities. Any transition, especially community employment, can be scary. As a self-advocate, learn to ensure that your support system understands your needs and is ready for your goals.

12:40-1:40PM

Success! Supporting students with intellectual and developmental disabilities in university residence halls

Meeting Room 16

Inclusive Education

Community Living

April Regester, Jonathan Lidgus, Sharon Spurlock, Mark Keeley, Deborah Baldini, D'Andre Braddix

“Be the Future” in higher education means leading in diversity, inclusion, and taking risks. Residential Life at the University of Missouri St. Louis (UMSL) is doing

just that! UMSL recently launched a postsecondary program for students with intellectual and developmental disabilities. A unique feature of the program is fully inclusive residential living. Our presentation will explore the development and first year of the program.

12:40-1:40PM

Dream Big! Advocating for an Inclusive Life for Your Child

Meeting Room 17

Inclusive Education

Advocacy

Carolyn Hayer, Dianne Malley

Join us as two parents share their experiences in advocating for inclusive education for their children. Hear how these two families worked towards the same vision for their children with extremely different needs. They will share their stories of how they fought for their children's rights, overcame barriers and kept their sanity in the process.

12:40-1:40PM

Decriminalizing Disability - Ensuring Equal Access to Justice

Meeting Room 18

Human Rights

Advocacy

Carolyn Gammicchia, Andrew Gammicchia

The National Center on Criminal Justice and Disability is being developed to assist in ensuring that individuals with disabilities have access to justice not only as survivors, but as those accused of crimes. As a community we need to work together to collaborate to ensure that the future provides access to services within the criminal justice system and to ensure individual rights are not violated.

12:40-1:40PM

Exploring Tactile Communication Strategies ~ Opening Doors for Self-Determination and the Future!

Penn Quarter

Communication

Advocacy

Sandra Warren, Andrea Blackwood

Communication is a critical foundation for learning and self-determination by all learners – including those with deaf-blindness. Session presenters and participants will discuss tactile communication options, how to select the most appropriate tactile communication options, strategies for facilitating self-determination

opportunities for learners with DB....and opportunities for learners to be active participants in plans for their short and long term futures.

12:40-1:40PM

Intersecting Tales of Tragedy and Triumph: Historical and Personal Perspectives on Pennhurst

Mount Vernon Square A

Human Rights

Advocacy

James Conroy, Jean Searle

The legacy of Pennhurst, the infamous institution outside Philadelphia, PA, lies at the very core of our nation's disability rights movement. Its history of tragedies and triumphs culminated in the federal rights to education and to community living. How did its horrific past yield to a future of compassion and rights? And how did it grant one young woman her freedom? Come hear our stories.

12:40-1:40PM

Supporting Participation and Learning: Lessons Learned from Inclusive Classrooms

Mount Vernon Square B

Inclusive Education

Mary Morningstar, Karrie Shogren, Hyunjoo Lee,  
Kiara Born

This Presentation is submitted as part of the SWIFT STrand This study is part of the Schoolwide Integrated Framework for Transformation (SWIFT) Center ([www.swiftschools.org](http://www.swiftschools.org)) that identified six elementary/middle schools implementing inclusive school reform. We examined classroom level factors impacting success. This presentation will summarize lessons learned from structured observations across 65 classrooms for supporting participation and learning in inclusive classrooms for all students.

1:50-2:50PM

Effective and Ethical Use of Paraprofessionals

Meeting Room 2

Inclusive Education

Advocacy

Mary Beth Doyle

As general and special educators, it is our responsibility to provide training and feedback for paraprofessionals whom we supervise. During this session, participants will participate in activities aimed at providing effective training to paraprofessionals, while maintaining the legal responsibilities of teachers.

1:50-2:50PM

A Father's Contribution in Child Development

Meeting Room 3

Advocacy

Communication

Timothy Wheeler, Derrick Philson, Robert Henry,

Uzoma Opaigbeogu

1:50-2:50PM

Inclusive Related Service Provision: Lessons from  
Practitioners

Meeting Room 4

Inclusive Education

Chelsea Tracy-Bronson, Julie Causton

This research study describes qualitative data regarding inclusive related service provision for students with disabilities in public schools. Results of the study document strategies for collaboration, providing flexible service delivery, and negotiating logistical barriers. Implications for the provision of inclusive related services are discussed in order to ensure that “everyone has the right to be here” and that this is the future of inclusive services.



1:50-2:50PM

Including students with severe disabilities in social network measures using technology

Meeting Room 5

Human Rights

Inclusive Education

Kim Fisher, Karrie Shogren

Drawing from their work on identifying personal (egocentric) networks of high school students with and without disabilities across academic tracks, the presenters will (a) provide an overview of social network analyses, (b) explain how technology and other resources have been used to include students with moderate to severe disabilities, and (c) provide a rationale for why including these students in social network measures is critical

1:50-2:50PM

Paving a New Future – Developmental Disabilities Councils Leading the Way!

Meeting Room 6

Advocacy

Community Living

Mathew McCollough, Ricardo Thornton, Gabriel Savage, Alisa Jackson-Gray

Advocates and parents from the District of Columbia Developmental Disabilities Council (DDC) will share specific activities/stories on how they are creating and paving a new future for citizens with intellectual and developmental disabilities and their families while causing change that eliminates discrimination and removing barriers to full inclusion through strong leadership, advocacy, and improving their quality of life.

1:50-2:50PM

Function-based Interventions for Children with Autism Spectrum Disorders in Schools

Meeting Room 7

Positive Behavior Supports

Inclusive Education

Ailsa Goh, Robin Drogan

This session synthesizes function-based interventions for students with autism spectrum disorders (ASD) research studies published between 2000 - 2012. We will present research findings on (a) the extent of the application of function-based interventions for students with ASD, and (b) interventions that are most effective for supporting positive behaviors and reducing challenging behaviors in school settings.

1:50-2:50PM

## The Little School That Could: A Bilingual ASL Inclusive Charter School

Meeting Room 8

Inclusive Education

Diversity & Cultural Competency

Liz Keefe, Rafe Martinez, Jennifer Thompson, Kim Silva," Ben Martinez

The American Sign Language Academy was created by families of children who are Deaf and is the first Bilingual ASL school in the nation. The panel will share the journey of this remarkable school. Participants will hear from family members, school staff, administration, and community partners about the triumphs and challenges involved in creating inclusive settings for ALL students now and into the future.

1:50-2:50PM

Perspectives on roles of paraeducators in inclusive classrooms: Developing improved approaches

Meeting Room 9

Inclusive Education

Advocacy

Regina Moreno, Ruth Falco

Educators and parents often view support of a paraeducator as necessary for students with significant

intellectual and developmental disabilities in general education classes. Evidence indicates challenges with this approach. Themes derived from two qualitative studies will present views of paraeducators, teachers, administrators and parents regarding roles of paraeducators in inclusive classrooms and set the context for discussions of more effective approaches.

1:50-2:50PM

Identifying and implementing supports through Support Needs Assessment and Problem-solving (SNAP) process

Meeting Room 10

Inclusive Education

Stephanie DeSpain, Virginia Walker, Carolyn Hughes

The Support Needs Assessment and Problem-Solving (SNAP) process was designed to assist educators in identifying and implementing supports for students with intellectual and developmental disabilities (ID/DD) to increase engagement across K-12 settings. Each phase of this process will be described along with case examples of how this process has provided students with increased opportunity for equity and inclusion—goals consistent with the TASH Conference mission.

1:50-2:50PM

# Managing Your Own Personal Assistance Services (PAS) – Strategies for Youth

Meeting Room 11

Transition

Community Living

Dana Fink

For transition-age youth using personal assistance services (PAS), issues surrounding managing PAS can intensify by striking out on their own, refining their self-identity, and navigating transitions to adulthood. Additionally, barriers from funding and program eligibility to legal and culture issues are daunting. Participants will receive a PAS toolkit for youth focusing on strengthening skills essential for successfully managing PAS and will try out interactive exercises.

1:50-2:50PM

Postsecondary outcomes for students with intellectual disabilities

Meeting Room 12

Inclusive Education

Transition

Eric Hartz

Results from this study indicated that students in the Cutting Edge program at Edgewood College in

Madison, Wisconsin reported a perceived increase of independence after participation in the Cutting-Edge program in the areas of employment, independent living skills, and self-determination after one year. The parents of Cutting Edge students confirmed the increase of skills in all areas

1:50-2:50PM

Social Model of Disability: Reframing Disability In  
Teacher Education Programs and Classrooms

Meeting Room 13

Inclusive Education

Human Rights

Leah Kelley, Elizabeth Grace, Harrison Scott

15-year-old Harrison presents “Dear Teacher,” followed by personal/professional perspectives of an Education Professor who is Autistic, and a Special Education Teacher who is Harrison’s mom. Elizabeth Grace and Leah Kelley examine the value and importance of reframing disability as part of the natural diversity of human experience, and how this can inform our practice and support of those who experience the world differently.

1:50-2:50PM

Animal-Assisted Therapy and Children with Disabilities

Meeting Room 14  
Positive Behavior Supports  
Inclusive Education  
Elizabeth Massey

This study examines the effect of a therapy dog on the academic success of elementary-aged children with moderate/severe autism as seen in their discrete trial training scores. Five of six students scored higher percentages when in the presence of the therapy dog, and all students showed increased verbalizations, on-task and prosocial behavior and reduced maladaptive behaviors.

1:50-2:50PM

“Cultural brokering” - an Innovative Tool for outreaching culturally diverse families.

Meeting Room 15  
Diversity & Cultural Competency  
Human Rights  
Oanh Bui

“Cultural brokering” has been proved to be an innovative tool bridging the gaps in communication, uncovering the myth of cultural belief, and disability values within the culturally diverse communities. Being a “cultural broker” herself, the presenter will share this

concept widely with the hope that more non-English speaking families will be reached in order to improve academic growth of their children with disabilities.

1:50-2:50PM

Schoolwide Self-Assessment of Inclusive Practices:  
Refining Systems Within Inclusive Schools

Meeting Room 16

Inclusive Education

Amy Hanreddy, Shawna Draxton

The real work begins once all students are welcomed. Action research was conducted at two inclusive schools in which stakeholders (teachers, administrators, paraprofessionals, and families) used a modified self-assessment to provide quantitative and qualitative input on inclusive practices. Findings will be shared, in addition to implications for how this form of engagement might facilitate commitment to key shifts in settings working towards more inclusive approaches.

1:50-2:50PM

Designing and Implementing Meaningful Access to the  
Core Curriculum

Meeting Room 17

Inclusive Education

Advocacy



Jennifer Kurth

This session will present a step-by-step framework for designing adaptations, evaluating their need and effectiveness, to promote full and meaningful student participation and access. Specific examples will be provided.

1:50-2:50PM

When I Grow Up: Setting Early Expectations for Employment

Meeting Room 18

Employment

Community Living

Shauna Roman, Alina Szamatowicz, Donna Bouclier, Jill Gromen

During this session, Networks for Training and Development, Inc. will discuss the making of and show “When I Grow Up”, a video produced to highlight the importance of dreams and aspirations and to encourage everyone to set early expectations for employment with ALL kids. Alina Szamatowicz and her mother, Donna Bouclier, will then share Alina’s journey to employment that started when she was born!

1:50-2:50PM

# Dynamic Learning Maps: The New Generation of Alternate Assessments

Meeting Room 19

Breakout Presentation

Inclusive Education

Karen Erickson

## Research

1:50-2:50PM

TASH Self-Advocate Forum

Mount Vernon Square A

Human Rights

Advocacy

Emily Titon, Pauline Bosman, Pat Carney, Lydia Brown, Mat McCollough, Alexa Brill, Keith Jones

**FROM SELF TO SYSTEM: Becoming the Future.** Self advocates will discuss relevant issues in our community including: Political empowerment, Human and Civil Rights, Immigration, Health, and Relationships: Marriage Equality, LGBTQ issues.

1:50-2:50PM

Creating Equity and Excellence for ALL Learners:  
Examining the Impact of Policy

Mount Vernon Square B

## Inclusive Education

### Advocacy

Jennifer Stonemeier, Barb Trader, Sandra Warren

Students are the future and equity is a core value in making this a reality. Session participants will learn how the SWIFT Center holds equity as a core value: equity of opportunity, equity of access, and equity for all. Equity extends to professionals, family and community members supporting all children and is accomplished through inclusive policy structures and practices.

3:00-4:00

Teaching general education majors to embrace, advocate for, and educate diverse learners.

Meeting Room 2

Inclusive Education

Human Rights

Sherry Mulholland

The University of Arizona has developed an innovative education course for general education majors that challenges the social construct of “disability,” reinforces the principles of social justice within the classroom, discusses research based benefits of inclusion for all students, and provides strategies for educating diverse

learners within general education classrooms. Students frequently comment on how this course drastically changed their view of diversity.

3:00-4:00

A review and meta-analysis of evidence based practices for supporting families of children with severe disabilities.

Meeting Room 3

Community Living

Positive Behavior Supports

George Singer

A review of research on several ways of supporting parents of children with severe disabilities. Meta-analysis will be briefly explained along with how we evaluated interventions to categorize them as established science based methods. The synthesis shows the relative strength of different treatments including behavioral parent training, cognitive behavioral treatments, home-school programs, and multiple components interventions.

3:00-4:00

Employment First: Moving Florida from employment first language to employment outcomes

Meeting Room 5

## Employment

Choose one

Jean Winsor, Ashley Wolfe

Employment First initiatives are becoming increasingly common across states. Presenters will provide a context and history for the Employment First movement nationally, setting the stage for a comprehensive discussion about a transformative cross-disability employment-focused effort in Florida. Self-advocate panelists will provide insights into their state-wide contributions to the movement as well as their visions for increased self-sufficiency among individuals with disabilities.

3:00-4:00

Increasing Listening Comprehension for Students with Moderate Intellectual Disability During Literacy Class

Meeting Room 6

Inclusive Education

Human Rights

Melissa Hudson

Few models exist to guide academic instruction for students with significant disabilities in general education settings. This study evaluated the effects of a peer-delivered least prompts intervention and

adapted read-alouds of a grade-level novel on listening comprehension responses for students with moderate intellectual disability during literacy class. The results of this study can be used to improve the effectiveness of inclusive instruction for these students.

3:00-4:00

Accessibility of the Common Core in Inclusive Early Childhood and Elementary Classrooms

Meeting Room 8

Inclusive Education

Meghan Cosier, Audri Gomez, Aja McKee, Colleen Derderian

Access to the new Common Core State Standards is a growing concern for educators who work with individuals with significant disabilities. This presentation will provide examples of lessons that demonstrate how students with disabilities can access CCSS based curriculum in inclusive elementary (K-5) and early childhood settings. This session will include sample lesson plans, videos of instruction, and student work samples.

3:00-4:00

Mentoring Matters: Getting Youth with Disabilities RAMP'd Up for STEM Careers

Meeting Room 9

Transition

Employment

Patricia Gill, Ebony Watson, Taavon James, Youth Participant

Mentoring is one of the most important strategies for assisting youth in making a positive transition into adulthood. However, there are few resources for mentoring youth with disabilities or career-focused mentoring. This will be an interactive dialogue about what works. Come hear success stories, get tools and innovative strategies from a national multi-site career-focused initiative, and share your effective approaches with others in the room.

3:00-4:00

Transition of Korean-American Youths with Disabilities through the perspective of Disability Studies

Meeting Room 11

Transition

Diversity & Cultural Competency

Eun Young Jung

The purpose of this study is to explore the transition experience of youths with disabilities, who are from culturally and linguistically diverse (CLD) backgrounds.

For this purpose, this study will share the transition stories of Korean-American youths as well as seek a way to make a critical conversation between Critical Youth Study and Disability Studies in order to have a better understanding on their experiences.

3:00-4:00

Can Science Instruction Increase Quality of Life for Students with Significant Needs?

Meeting Room 12

Inclusive Education

Advocacy

Leah Wood , Bethany Smith

The purpose of this presentation will be to share a conceptual foundation for including students with significant support needs and autism in science instruction. The Next Generation Science Standards can provide all students with enhanced quality of life outcomes by increasing skills in the practices and content of science. Examples from research and practice will be shared.

3:00-4:00

DC Self-Advocates and Families Use Positive Personal Profiles to Advance Systems Change

Meeting Room 13



Community Living

Advocacy

Erin Leveton, Cathy Anderson, Joan Christopher,  
Rhonda White, Thomas Mangrum

The DC Supporting Families Community of Practice used person-centered thinking skills to create Positive Personal Profiles for our family members. PPPs reframed our conversation from what deficits people with IDD have to what people like and admire about our family members and how to best support them; and built shared responsibility for the levels of change that must occur to advance our system of supports.

3:00-4:00

Promoting Common Core Mathematics for A Student  
with Autism in Inclusive Settings

Meeting Room 14

Inclusive Education

Diversity & Cultural Competency

Alicia Saunders, Jenny Root, Diane Browder, Fred  
Spooner

Problem solving skills promote independence in current and future environments for individuals with disabilities. This presentation describes an intervention that systematically taught word problem solving across

math standards to a fully included bilingual student with autism who uses AAC. Acceptability and impact of the intervention will be discussed via video testimonials from teachers, parents, and the student. Implications for generalization across settings will be discussed.

3:00-4:00

Self-Advocacy in ACTION!

Meeting Room 15

Advocacy

Community Living

Kara Jones, Victor Robinson, Thelma Green, Steven Powe

ACTION! stands for Advocacy, Change, Training, Information, Organizing, and Networking! These words are a way of life. Find out how the members of Project ACTION! impact the nation's capital beyond the boardroom by contributing to their neighborhoods and faith-based communities, in testifying before the DC Council, and by teaching law and medical students about people with disabilities.

3:00-4:00

Access, Access, Access! for Children with Deaf-blindness

Meeting Room 16

Inclusive Education  
Advocacy  
Sookyung Shin

Students with deaf-blindness present unique challenges to the educational system. Deaf-blindness is a disability of access. The two primary senses used to access information have been compromised. With the dual sensory loss being multiplicative rather than additive in nature, children with deaf-blindness require highly individualized educational support needs, such as Interveners. This presentation will discuss the role of the Intervener in supporting students with deaf-blindness.

3:00-4:00

Beyond Inclusion - Building Self-Advocate Leaders  
Meeting Room 17  
Advocacy  
Community Living  
Jean Searle

Self-advocates can be leaders! It requires knowledge, skills, and courage. Disability organizations such as TASH are the place to begin. Until self-advocates assume leadership roles, they will never imprint their dreams on a world where inclusion means all - in ALL

capacities. Let's strive for a high standard of inclusive leadership. Join our panel of self-advocates as we present and discuss ways to do this.

3:00-4:00

Building Advocacy and Creating Access in a time of Change

Meeting Room 18

Inclusive Education

Human Rights

Ashley Kruger

Building on previous work and research this presentation outlines the history of disability and disability rights in America, including access to education and inclusion for students with disabilities. Using a PechaKucha discussion format the presenter will discuss current practices in education for individuals with exceptionalities. Research by the presenter on building advocacy and access through teacher-preparation will be shared. Open discussion will follow.

3:00-4:00

Progress Monitoring and Data Collection: Using Apps on Hand-held Devices.

Meeting Room 19

Positive Behavior Supports

Inclusive Education

Maureen Schepis, Dorothy Zhang, Shalu Rana

Applications (apps) developed for hand-held technology have become increasingly popular as an efficient and effective way to teach new behaviors. This session will include a demonstration of one app that has been developed exclusively for data collection and an app that collects user data within the app. Data will be presented from studies that use these apps by teachers and by persons with intellectual disabilities.

3:00-4:00

Intersected Black Caucus

Penn Quarter

Diversity & Cultural Competency

Human Rights

Kerima Cevik, Keith Jones, Leroy Moore

1.Intro and purpose, critical priorities for us (Keith Jones) 2.Applying The Sanctuary Model© and Trauma-Informed Care: a Black activist's view of changing the services conversation: Kerima Çevik 3Lecture and performance the Krip Hop Nation featuring local Krip hop artists: Leroy Moore Jr.. Krip Hop Nation addresses the discrimination against disabled artists in

mainstream hip hop by hosting events, lectures  
& workshops.4 Cell Phone music exercise: Keith Jones

3:00-4:00

Decisionmaking at 18 in the IEP Process

Mount Vernon Square A

Transition

Human Rights

Mary Nell Clark, Robert Fleischner

In most states, students become responsible for making their own educational decisions when they turn 18, even if they have a disability and an IEP. This session will help students, their families, and educators understand what options are available when there are concerns about the student's ability to understand the special education process and their educational rights.

3:00-4:00

A Bridge Towards Success: An Integrative Model for  
Inclusion for ASD Students

Mount Vernon Square B

Inclusive Education

Advocacy

John Miller

Inclusion in a mainstream educational environment is important to create the conditions for success in later life for individuals with autism. John Miller, a specialist with a decade of experience will examine the strategies and steps to make inclusion a less stressful and more rewarding experience. The speaker will examine pragmatics, executive functioning, organization, sensory and behaviour issues.

3:00-4:00

TASH Self-Advocate Forum Part 2

Congressional Ballroom A

Human Rights

Advocacy

Emily Titon, Pauline Bosman, Pat Carney, Lydia Brown, Mat McCollough, Alexa Brill, Keith Jones

THURSDAY TASH TALKS. DECEMBER 4, 2014

08:30-9:00

Central Salon Grand Ballroom

Elizabeth Altieri

Inclusive Education

Collaborative Teacher Preparation where candidates in general and special education work together to co-plan, co-teach and co-assess groups of students of diverse abilities is a key element in insuring the future of Inclusive Education. Separate teacher education serves to perpetuate separate settings for students with disabilities. Join us to discuss how every teacher preparation program can take the first steps towards collaborative teacher education.

10:00-10:30

Central Salon Grand Ballroom

Cara Liebowitz

Advocacy

Diversity & Cultural Competency

The Internet gives disabled people a chance to discuss their lived experiences and take part in the wider disability rights movement. This presentation seeks to answer the question: How has the Internet ushered in a new wave of the disability rights movement and how, as the Internet grows, can we ensure that the nation's largest minority remains a force both on and offline?

10:40-11:10

South Salon Grand Ballroom

Carol Blessing



## Community Living Human Rights

What is "Citizen-Centered Leadership" and its relationship to our professional and personal roles? We will discuss this question in the context of citizenship through three critical ideals: that all people are born with gifts; that all people have the right to equal access to opportunities to explore and discover these gifts and that all people have the responsibility to give back to community.

11:20-11:50

South Salon Grand Ballroom

Rosalind Abashi

Transition

Employment

Students with disabilities are not receiving necessary supports in the school system to transition into the world of work. As family members of children with developmental disabilities, we propose that as early as age 12, students with disabilities are presented with employment options and have transition goals and techniques included in their IEPs.

11:20-11:50

Central Salon Grand Ballroom

Carly Blustein

Transition

Employment

The expectations of families have a powerful influence on the post-school aspirations and outcomes of young people with disabilities. We share findings from a large-scale study focused on parents' expectations and support needs related to employment, education, and community life for their sons and daughters, as well as the avenues through which we might equip and support these families well to improve their future.

12:00-12:30

South Salon Grand Ballroom

Robin Smith

Advocacy

Diversity & Cultural Competency

To be the future you must be fully present. Learn about current mindfulness practice and simple yet powerful practices to enhance your advocacy. Mindfulness practices are used regularly to be fully present and empower ourselves and each other to activate the

power of our own attention and our visions of the world we want.

12:00-12:30

Central Salon Grand Ballroom

Erin Vachon-Vierra

Advocacy

Inclusive Education

This presentation describes the journey of a young woman and her parents and their struggles with Autism and Epilepsy as they worked through the challenges of special education, college, employment and independent living. We will describe the strategies used to remove obstacles and unleash her potential by collaborating with educators, therapists, and employers in the pursuit of her dream of teaching children with special needs.

1:00-1:30

South Salon Grand Ballroom

William Staderman

Community Living

Advocacy

The Accessibility Advisory Committee at WMATA is comprised of representatives of regions covered by

WMATA services with a disability. In this presentation I will talk about several programs with which the AAC has recently been involved and helped develop. Work of the AAC illustrates the benefits of program administrators working with program consumers in improving a public system for future use.

1:00-1:30

Central Salon Grand Ballroom

Maria Timberlake

Inclusive Education

Human Rights

We'll review research showing little philosophical opposition to inclusion, but a perception of academics as a luxury when there is so much work to be done preparing for "the future" where students must be "independent". We will analyze a new paradigm for educator professionalism making the present moment rather than a nebulous "future" the determinant of quality in students' educational programs.

1:40-2:10

South Salon Grand Ballroom

Jennifer Schroeder

Human Rights

Advocacy

This presentation will show parents, teachers, and caregivers the importance of teaching sexual education to all people, regardless of ability level. People have a right to understand their bodies, to know about typical body changes and development, and how to advocate for their body rights.

2:20-2:50

Central Salon Grand Ballroom

Shannon Haworth

Diversity & Cultural Competency

Communication

The state of Virginia was awarded a grant from MCHB to improve the age of screening and diagnosis for children in Virginia through systematic training of professionals in effective practices. The ASD Early STEP (Autism Spectrum Disorder Early Systematic Training in Effective Practices) project has created a model for autism screening and diagnostic training for 3 communities in Virginia.

3:00-3:30

Central Salon Grand Ballroom

Jane Strauss

Community Living

# Human Rights

Faith communities are exempt under the ADA from accommodating people with disabilities and including them. The three Abrahamic faiths (at least) all discuss disability in their scriptures and, it can be argued, mandate inclusion in their communities. What are the bases for inclusion of disabled people as full members of faith communities, and how can we present the issues in language consistent with their beliefs?

3:40-4:10

Central Salon Grand Ballroom

Jonathan Martinis

Community Living

Transition

Questions like "Are rights important?" and "Are rights worth anything if you can't exercise them?" sound silly, but they define and limit the lives of people under guardianship - who can't be their future because someone else controls it. This Talk will inform and inspire people to seek out alternatives to guardianship that encourage and empower them to be and shape their futures!

4:40-5:10

South Salon Grand Ballroom

Casey Hord

Advocacy

Transition

The project involved college students with intellectual disabilities who were supported to develop and design a computer program for budgeting time and money. The presentation will include the first-hand accounts of how the students were involved in identifying their needs and the needs of similar students to become more independent and how the students designed the computer program including examples of its use.

5:20-5:50

Central Salon Grand Ballroom

Yosung Song

Inclusive Education

Diversity & Cultural Competency

In this presentation, I present preliminary findings of a research project focused on the implementation of UDL in a South African township schools with limited resources. After being introduced to the philosophy of UDL and its principles, K-12 South African teachers shared their insights on the possibility of implementing

UDL principles in their schools and illuminated the challenges to developing inclusive educational settings.

FRIDAY TASH TALKS. DECEMBER 5, 2014

8:20-8:50

Everyone has the right to participate in their own life

Mount Vernon Square A

Valerie Beavers

Community Living

Diversity & Cultural Competency

What is quality of life? It is being valued in one's immediate and broader community. All community stakeholders must work to create an inclusive environment where persons with disabilities can take their rightful place as valuable contributing members of society. An inclusive community will not happen without advocacy, legislation, and education. Quality of life is each person participating in their own life.

08:30-9:00

"And I pay:" An alternative narrative of Latino transition

Central Salon Grand Ballroom

Andrew Granite

Transition



## Advocacy

“And I Pay” is Miguel’s story and tells how his Latino identity is rooted in his role as an uncle, boyfriend, and breadwinner. Miguel’s story provides insight into alternative cultural narratives within the Hispanic community that make room independence and challenge paternalism. This presentation provides implications for Latino families, transition educators, adult support providers, and qualitative researchers.

9:00-9:30

Video Prompting: An Easy-to-Use and Evidence-based Intervention to Teach Daily Living Skills

Mount Vernon Square A

Stephanie Gardner

Transition

Inclusive Education

Being able to perform skills with independence plays a critical role in the successful transition of individuals with developmental disabilities into adulthood.

Teaching students valuable life skills through video prompting can have a powerful and lasting effect on skill development. This session will present some of the basic options and practical how-to guidelines for

implementing video prompting interventions, backed by research supporting this evidence-based practice.

9:10-9:40

The Danger of "Inspiration Porn"

Central Salon Grand Ballroom

Sean Plomann

Diversity & Cultural Competency

Communication

This is a discussion of the complex problem of "inspiration porn." "Inspiration Porn" is the adulteration and cultural appropriations of disability imagery juxtaposed to irrelevant quotes or phrases that cause a shamed reaction, internalized oppression and exasperated ableism.

9:40-10:10

Rethinking Your Beliefs About Autism

Mount Vernon Square A

Ariane Zurcher

Communication

Advocacy

Be the future - The current dialogue surrounding autism and Autistic people is wrong. Learn about the "body/mind disconnect" and why this causes

misunderstandings. ~ Ariane “Please remember that my mind tells my body and my mouth to do all sorts of wonderful things constantly, but they don’t obey. ~ Emma Zurcher-Long Emma will answer questions from the audience by independently typing.

9:50-10:20

Autistics Musicking: Dialogues toward an Ethnomusicological Phenomenology of Neurodivergence

Central Salon Grand Ballroom

Andrew Dell'Antonio

Advocacy

Diversity & Cultural Competency

Autistic first-person narratives of self-understanding and empowerment through musical experience ("musicking") can help undermine the social stigma of spectrum-diagnosis. They also build an understanding of neurodivergent contributions to culture and the importance of acknowledging neurodiversity in the study of cognition and phenomenology.

10:30-11:00

The Myth of the Miracle Worker: Helen and her family

Central Salon Grand Ballroom

Lynne Tamor

## Human Rights Community Living

Helen Keller is probably the best known person with a severe developmental disability in the United States. The gap between the public story told in the play *The Miracle Worker*, and also in most biographies, and the true story has a great deal to tell us about cultural misunderstanding of disability, especially of people with disabilities and their families.

10:40-11:10

Overlapping narratives: A foreigner's perspectives on misrepresentation of autism in American culture

South Salon Grand Ballroom

Yosung Song

Diversity & Cultural Competency

Communication

By comparing literature which portrays autism through the perspective of neurotypical deficit views with personal experience as a foreigner in American culture, I illuminate parallels between misrepresentations of autism and experience as a person from foreign culture. Moreover, by weaving in my narrative as a non-native English speaker, I show how being outside

of the cultural norm positions me to look critically at dis/ability norms.

11:20-11:50

Safety Connection: Specialized In-Home Monitoring and the Transition to Independent Living

South Salon Grand Ballroom

Kevin Hutt

Transition

Community Living

Independent Living factors largely into the lives of the demographic of Emerging Adults (ages 18-29). In the U.S., approximately 40% of this demographic live independently and work full time. Emerging adults with intellectual disabilities require access to equal independent living and work opportunities. This can be accomplished through the use of Universal Design principals, the availability and use of specialized technology, and a supportive community.

11:50-12:20

We Want You! Learn to Advocate for Policy Change

Central Salon Grand Ballroom

Jennifer Wolff

Advocacy

Human Rights

Anyone who has a disability or is closely related to someone with a disability has seen the disparities that still exist almost 25 years after the ADA was enacted. In order to create positive changes for the future, we need to learn how to empower/educate each other on the ways to create change rather than sit back and think that it can't be done.

12:30-1:00

Transition Planning and Mentorship

Central Salon Grand Ballroom

Cindy de Bruijn

Transition

Community Living

Transitioning to adulthood presents a whole new unique set of challenges and opportunities. Gateway's 15 years of experience with transition planning gives us a wide range of tools and experiences, including formal coursework and a peer mentorship group to help guide this process. Our mentorship model has also been used for brokers, front-line staff, a dad's group, and parents of young children.

1:50-2:20

Introducing ACI: The Autism Campus Inclusion  
Summer Leadership Academy  
Central Salon Grand Ballroom  
Julia Bascom  
Diversity & Cultural Competency  
Advocacy

The Autism Campus Inclusion (ACI) Summer Leadership Academy, a project of the Autistic Self Advocacy Network (ASAN), prepares Autistic students to create meaningful systems change on their college campuses and beyond. Participants build leadership, community organizing, and policy advocacy skills; alumni are supported in implementing their advocacy goals. Come meet the next generation of disability rights leaders and see what our future has in store!

POSTER PRESENTATIONS. DECEMBER 4, 2014  
4:30-6:30 PM

Effect of PBS on the Challenging Behaviors of Young  
Children with Disabilities  
Positive Behavior Supports, Inclusive Education  
Byoungin Lee

Positive Behavior Support was effective in decreasing the challenging behaviors of a young child with disabilities in inclusive educational environment

Joining the pack: Including individuals with disabilities in dog related activities

Community Living, Advocacy

Anne Papalia

Leisure and community involvement

Family Support Institute of BC - Strengthening and Empowering Families

Advocacy, Communication

Angela Clancy

FSI empowers families to support one another and use their experience and expertise to guide them.

Culturally Responsive Social Skills Intervention for Korean American Children with Autism

Diversity & Cultural Competency, Positive Behavior Supports

SUNYOUNG KIM

Strategies to provide culturally and socially valid interventions for students with culturally and linguistically diverse backgrounds will be discussed.



What are the benefits of inclusive education for children without disabilities?

Inclusive Education, Human Rights

Grzegorz Szumski

The presentation provides empirical data demonstrating how students without disabilities benefit from inclusive education in cognitive, social, and moral development.

Another tool: Self-directed learning for teachers of students with severe disabilities

Advocacy, Inclusive Education

Meaghan McCollow

Professional growth for teachers of students with severe disabilities is discussed in this presentation.

Be the Future: Building a Better Tomorrow Using a Critical Thinking Approach

Inclusive Education, Advocacy

Randy Seevers

This session addresses the topic of building a strong team by using a critical thinking approach.

Improving classroom supports for students with severe disabilities: A look at technology.

Inclusive Education, Positive Behavior Supports

Ronald Tamura

Using technology to support communication, behavior and instructional access for elementary students with severe disabilities

A Review of Literacy Interventions for Adults with Extensive Support Needs

Inclusive Education, Community Living

Susan Copeland

This poster describes a review of literacy intervention research with adults with extensive support needs.

Moving from the Vision to the Reality of Inclusive Schools (

Inclusive Education, Choose one

Karmen Mills

This presentation will highlight the work of the SWIFT Center in developing inclusive school practices.

Community Role in the Culture of Self-Sufficiency

Employment, Diversity & Cultural Competency

Shannon McLain

This workshop seeks to identify the knowledge of the persons attending the workshop through a guided network café.

Leading the Way: Strategies for educational and community inclusion

## Inclusive Education, Community Living

Leslie Lederer

Steps to show people how to create successful inclusion

## Inclusion U: A Web-Based, University Certification in Inclusive Recreation and Leisure Assessment

Community Living, Human Rights

Judy Bentley

Inclusion U provides web-based university certification as an Inclusivity Assessor, plus access to a comprehensive database of inclusive recreation opportunities.

## Exploring the Experiences of LGBTQ Persons with Disabilities at the Collegiate Level

Inclusive Education, Diversity & Cultural Competency

Amanda Bell

Exploring the experiences of LGBTQ persons with disabilities at the collegiate level.

## Using Video-Prompts to Teach Microwave Use to Students with Autism Spectrum Disorders

Community Living, Inclusive Education

Sarah Domire

This study used video-prompts to teach microwave use to elementary students with autism spectrum disorders.

## Post Traumatic Stress Disorder: A New Perspective on Challenging Behaviors

Positive Behavior Supports, Human Rights

Michael Brown

Strategies for supporting trauma survivors with intellectual disabilities.

Video modeling intervention for social skills of Korean-American children with developmental disabilities

Positive Behavior Supports, Diversity & Cultural Competency

SUNYOUNG KIM

The presentation will discuss the effectiveness of VM intervention on social behavior development of Korean-American children with developmental disabilities.

Hussman Institute for Autism: Advancing Discovery, Embracing Differences, Enabling Communication, Presuming Ability

Communication, Positive Behavior Supports

Fernanda Orsati

This presentation addresses the mission of Hussman Institute for Autism: improving the lives of people with autism and their families.

Georgetown University Certificate in Early Intervention (GU CEI)

Inclusive Education, Choose one

Rachel Brady

Georgetown University Certificate in Early Intervention

Adult Perspectives on Literacy in Community Settings  
Communication, Human Rights

Jessica McCord

Learning from adults with intellectual and  
developmental disabilities to improve literacy learning  
opportunities

The Effectiveness of Multimedia Instruction in Teaching  
Individuals with Intellectual Disabilities Grocery

Shopping Skills

Community Living, Community Living

Minkowan Goo

Let's Use of Multimedia for teaching Individuals with  
Intellectual Disabilities Grocery Shopping Skills

Special Education Teacher Perspectives on Teaching  
Students with Severe Disabilities.

Advocacy, Inclusive Education

Karena Cooper-Duffy

Description of two surveys on special education  
teacher perceptions on curriculum and teaching  
students with severe disabilities.

Let's Pool Our Resources and Collaborate to Prepare  
Low-Incidence Teachers

Advocacy, Inclusive Education

Marci Kinas Jerome

1. Participants will be presented with a model of statewide inter-university, inter-agency collaboration of teacher preparation to address the needs of students with the most significant support needs. Specific concerns, considerations, and strategies for

Perspectives on Perceived Benefits of Therapeutic  
Horseback Riding for Youth with Autism

Community Living, Positive Behavior Supports

Julie Christensen

This exploratory study aims to describe the perceived benefits of therapeutic horseback riding for youth with Autism.

Conversations About Needed Job-Related  
Competencies for Individuals with Severe Disabilities:  
Rehabilitation Providers

Employment, Transition

Julie Pickens

What do rehabilitation and transition services providers really take into account when deciding about the employability of individuals with disabilities?

Self-determination experience of children with autism spectrum disorders (ASD)

Human Rights, Advocacy

Sujin Kim

This qualitative study compared self-determination experience of children with autism spectrum disorders with children without disabilities.

Self-determination experience of children with disabilities at home

Human Rights, Advocacy

Sujin Kim

This qualitative study will examine self-determination experience of children with disabilities at home.

Seclusion and Restraint in Schools –Literature, Policy, and Practice

Human Rights, Positive Behavior Supports

Kimberly Knackstedt

A review of historical findings, policy papers, and legislation about seclusion and restraint in schools and how to move forward.

JOB issue

Employment, Diversity & Cultural Competency

Toti Jean Marc Yale

A world for everyone, without discrimination

Promoting Employment and Asset Development  
through use of Work Incentives

Employment, Transition

Amy Wallish

This interactive session will discuss using Social Security work incentives and other available resources to maximize employment and asset development.

Making “Ticket to Work” work for YOU!

Employment, Transition

Amy Wallish

Come learn about the Ticket to Work program and how to use your ticket to reach your employment goals.

Analysis of survey on family and counseling supports  
regarding related services

Advocacy, Advocacy

Byoungin Lee

This study analyzed the survey of the family and counseling supports regarding related services in Korea.



## Effect of PBS on the Challenging Behaviors of Young Children with Disabilities

Positive Behavior Supports, Inclusive Education

Sung Hyun Bae

Positive Behavior Support was effective in decreasing the challenging behaviors of a young child with disabilities in inclusive educational environment

## Understanding End of Life Decision-Making with and for People with Significant IDD

Human Rights, Advocacy

Erin Leveton

Learn about end of life decision-making with and for people with IDD and new national web-based resources and tools.

## China: Moving towards a future for persons with disabilities

Human Rights, Diversity & Cultural Competency

Christine Macfarlane

An overview of current services and education in China for persons with disabilities with recommendations for the future.

## Children with Anencephaly – the babies, their parents and professional support

Advocacy, Communication

Harald Goll

Helpful ways of support for families with a dying baby are described

Development & Validation of the Family Experiences with Autism Spectrum Disorders Scale

Advocacy, Diversity & Cultural Competency

Adam Moore

The FEASD Scale measures the experiences of families of children with Autism in health care, education, and community/familial settings.

Health and Nutrition All Equal

Advocacy, Human Rights

Sybille Kraft bellamy

Impact of nutrition

Families as Faculty: Collaboration for Inclusive and Culturally Competent Teacher Preparation

Diversity & Cultural Competency, Inclusive Education

Zach Rossetti

This session discusses ways that families and university professors can collaborate to support inclusion and cultural and linguistic diversity.

## Time Spent Meaningfully by Young Adults with Pervasive Support Needs

Community Living, Employment

Zach Rossetti

This session shares examples of strategies and supports to achieve time spent meaningfully by young adults with disabilities.

## Review of Academic Learning in General Education by Students With Moderate/Severe Disabilities

Inclusive Education, Advocacy

Melissa Hudson

This poster describes the results of a literature review on academic learning in general education for students with moderate/severe disabilities.

## The Arizona Inclusion Coalition: A Partnership between the DOE and Community Members

Inclusive Education, Human Rights

Sherry Mulholland

The Arizona Department of Education in partnership with community members has begun to establish a statewide inclusion coalition.

## Positive Perceptions of Children Toward Peers with Disabilities

Inclusive Education, Community Living

George Jacob

Perceptions of children toward their peers with disabilities was examined using a formal systematic review of research

SSIS Ratings for High School Students with Severe Disabilities: An Analysis

Inclusive Education, Positive Behavior Supports

Heartley Huber

Presentation of an analysis of parent and teacher ratings of social skills and problem behavior for youth with severe disabilities.

TASH Student Chapter... Maintaining the Momentum

Inclusive Education,

Jody Bartz

Learn how student advocates at Northern Arizona University breathed new life into the Student Chapter of TASH.

New York State Project SEARCH: Transitioning Students into Careers

Employment, Transition

Julie Christensen

This session describes the New York State Project SEARCH effort, a successful approach to transition-to-work for young adults with disabilities

## Examining Quality Indicators for Inclusive Education Programs

Inclusive Education, Inclusive Education

Bridgette Johnson

This presentation examines existing evaluation tools for inclusive programs with particular attention on the needs of students with significant disabilities.

## A Review of Studies that Address Students with the Most Significant Disabilities

Inclusive Education, Advocacy

Sarah Ballard

How are students with the most complex and pervasive support needs addressed in research?

## Guidance for Communication Assessment and Intervention from the National Joint Committee on Communication,

Karen Erickson

Understanding the NJC practice guidelines for communication services for individuals with complex communication needs associated with severe disabilities.

## Evidence Based Reading Practices for English Language Learners: Based on Causality Inference

## Inclusive Education, Diversity & Cultural Competency Yujeong Park

This aims to review evidence based instructional practices that are considered effective for teaching reading to ELLs with special needs

## Homegrown Videos to Support SW-PBIS and Learners with Significant Disabilities

Positive Behavior Supports, Human Rights

Walker vlwalk2@ilstu.edu

Schools' reported use of homegrown videos to support SW-PBIS initiatives and learners with significant disabilities will be presented.

## CBI IN MIDDLE SCHOOL

Community Living, Transition

Veguez veguezv@yahoo.com

Improving outcomes for students with significant disabilities using action research

## A Case Study to Improve Collaborative Instruction for Students with Severe Disabilities

Inclusive Education, Inclusive Education

Terpstra terpstraj1@southernct.edu

Collaborative strategies for teams to successfully implement therapies and strategies in multiple education settings will be presented.

Outreach and Support for Multicultural Families:  
Navigating Experience with Developmental Disabilities  
Diversity & Cultural Competency, Advocacy

Onaka mihoo2@uw.edu

Introducing culturally appropriate service-delivery  
model to assist immigrant/refugee families with  
developmental disabilities, experiencing extra barriers  
for inclusion by cultural/linguistic differences

THURSDAY COMMUNITY GATHERING PRE-  
PLANNED SESSIONS. DECEMBER 4, 2014

Much of the activity for the Community Gathering is  
unplanned by design! Fifteen Open Market sessions in  
total (60 minutes long each). There are also planned  
events during the Community Gathering. For the  
complete schedule, stop by the Gathering room (Grand  
Ballroom North A & B), look for the program poster, or  
visit: <http://conference.tash.org/the-gathering>

08:30-9:30AM

Open Market Planning Session

Grand Ballroom North A | Community Living,

Participants are strongly encouraged to drop by at the opening of the Community Gathering on Thursday to meet other conference attendees and to suggest topics for the Open Market. We will have 15 Open Market sessions in total.

10:50-11:50AM

Creating the perfect storm: arts to foster interdependence, expression, choices and understanding

Grand Ballroom North A | Community Living,  
Communication

Aaron Johannes

“If you want to teach people a new way of thinking . . . give them a tool, the use of which will lead to new ways of thinking.” Buckminster Fuller. Building inclusive communities requires us to learn how to work and play with one another. Come explore fun strategies using music, art, dialogue, movement and games to build community through relationship and leadership opportunities.

11:10AM-12:10PM



What would it take to change the # of congregated programs?

Grand Ballroom North A | Employment, Human Rights  
Marion Curry

Some programs changed to employment and full community integration 30 years ago. Why did not more programs follow suit. Given the new policies what are the lessons learned from our history and what will it take to build a pathway for providers, families and people supported to make the transition now?

12:20-1:20PM

The Benefits to All of Learning Together  
Grand Ballroom North A | Inclusive Education, Human Rights  
Barbara McKenzie

When we create inclusive neighborhood schools where all children and adults are welcomed, valued and supported to be active participants and learners, each person and the community benefit. Join us as we shares stories that demonstrate the rich connections and relationships that result from an inclusive learning community. What can we learn from each other to keep the vision moving forward?

1:30AM-2:30PM

Providing Parent to Parent Support to Traditionally Underserved Families

Grand Ballroom North A | Advocacy, Diversity & Cultural Competency

Robin Dodds

Parents are our first teachers and advocates. They are responsible for day to day care as well as long-term planning for a child with a disability. Accordingly, the well-being of parents is crucial to health, educational and community outcomes for persons with disabilities. Research on Parent to Parent support will be discussed across three contexts; Readiness to volunteer, Cultural and Linguistic Diversity, and Medical Service.

1:30AM-4:30PM

Poster Session Set Up

Grand Ballroom North B |

See the Poster Presentations schedule for details or visit:

<http://conference.tash.org/events/2014-poster-presentations/>

2:40AM-3:40PM

The Star Raft - authentic community connections one step at a time

Grand Ballroom North A | Community Living, Transition  
David Wetherow

A vibrant, user-friendly pattern for building enduring, committed personal support networks, one step at a time. Designed to be used by self-advocates, family members and community partners, independent of services. A parent writes, "I've been connected with the autism society for fourteen years, and this is the first time I've heard anything even remotely like this. This is the first thing a family should hear."

4:30-6:30

Poster Session Starts

Grand Ballroom North B | Community Living,

See the Poster Presentations scheduel for details or visit:

<http://conference.tash.org/events/2014-poster-presentations/>

# FRIDAY COMMUNITY GATHERING PRE-PLANNED SESSIONS. DECEMBER 5, 2015

08:30-9:30AM

The Bucket List I: Improving Authentic Communication and Social Relationships

Grand Ballroom North A | Communication, Community Living

Barbara Delsack

The benefits of working on one's Bucket List of life goals go beyond a checklist list of things to do. By using the idea of a "Bucket List" my students, ages 14-21 yrs., have shown real growth in language skills, problem solving, organization and relationships, and these are just a few of the areas improved by using real life to work on real skills.

10:50-11:50AM

Acceptability pwds by families and the society: integration and reintegration of PWDs

Grand Ballroom North A | Community Living, Advocacy  
Augustine Onwuamaegbu

This presentation is an inclusive participation of every PWDs in the seminar to discuss and analyze their person experiences about t segregation from families, peer groups and the society. To learn how to get involved with scheme of things in their respective families and society. Learn how they can easily be reaccepted back into the larger society Learn how to see yourself as a member of the society which you see everyday. Be pro active in your dealings with friends hence initiate moves that will sell you as an active member of this larger environment than a person of little or no substance. Have a sense of belonging amongst individuals you come across rather than someone or being of lesser perception in the way and manner you present yourself.

1:10-2:10PM

Transition to Community Volunteerism and  
Employment

Grand Ballroom North A | Community Living, Advocacy  
Kim Hommerding

By providing support of the transition from education to the world of work, one Michigan community provides skill training, community training sites and supports to individuals over the age of 18. Session will provide how

program started, funding sources, partnerships, program requirements, community demographics and structure to support program along with participant stories.

2:10-3:10PM

Open Market Closing Session  
Grand Ballroom North A

2:10-3:10PM

Poster Award Presentations

See the Poster Presentations schedule for details or visit:

<http://conference.tash.org/events/2014-poster-presentations/>

**THURSDAY TOWN HALLS. DECEMBER 4, 2014**

08:30-10:30

Inclusive Education and the Benefits for ALL students  
South Salon Grand Ballroom | Inclusive Education

Melody Musgrove, Rebecca Cokley, Catherine Lhamon, Deb Delisle, Tonia Ferguson, Cheryl Holcomb-McCoy, Diane Ryndak, Kurt Schneider, and Connie Garner.

This town hall will explore what high quality inclusive education looks like and the benefits to students with and without disabilities. In addition, the panel will discuss fundamental needs for communication for every student, and how Least Restrictive Environment decisions can support student outcomes.

2:30-4:30

Balancing Rules and Regulations with Individualized Supports: A Work in Progress

South Salon Grand Ballroom | Community Living

Sue Swenson, Barbara Edwards, Eve Hill , Sharon Lewis, Jennifer Ho, Pat Fratangelo, Scott Shepard, Gail Fanjoy, and Joe Wykowski.

Governmental officials will explore how to find the balance between rules, regulations, and requirements with providing individualized supports to people who are finding their way for a fulfilling life. The purpose of this town hall session is to work on finding common

ground, understanding and opening up discussions about these two perspectives on supporting people with developmental disabilities.

## FRIDAY TOWN HALLS. DECEMBER 5, 2014

08:30-10:30

Preparing Students with Significant Disabilities to Transition to College and Careers.

South Salon Grand Ballroom | Transition

Marlene Simon-Burroughs, Rhonda Basha, Michael Yudin, and Bob Williams.

Students with significant disabilities are least likely to successfully transition to an inclusive adult life. This town hall will focus on critical policies, research and strategies needed to ensure implementation of quality college and career school interventions. In addition, a critical focus on extended transition services for young adults aged 18-21. This town hall will review current issues and effective strategies for improvements.

1:00-3:00

Pressure Points and Opportunities: How Do We Move Forward, from 20% to 70% Employment Participation?



## South Salon Grand Ballroom I Employment

Kathy Martinez, Portia Wu, Janet LaBreck, Ralph Lollar, Sharon Lewis, Eve Hill, Bob Williams, Michael Callahan, David Mank,

This town hall will achieve a common vision of what is meant by employment, what it looks like when it's working, and identifying priority ways that federal partners can support the coordination of resources and initiatives through policy and strategy.

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